



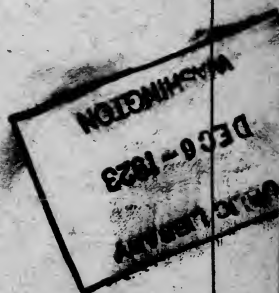
68TH CONGRESS }
1st Session }

HOUSE OF REPRESENTATIVES

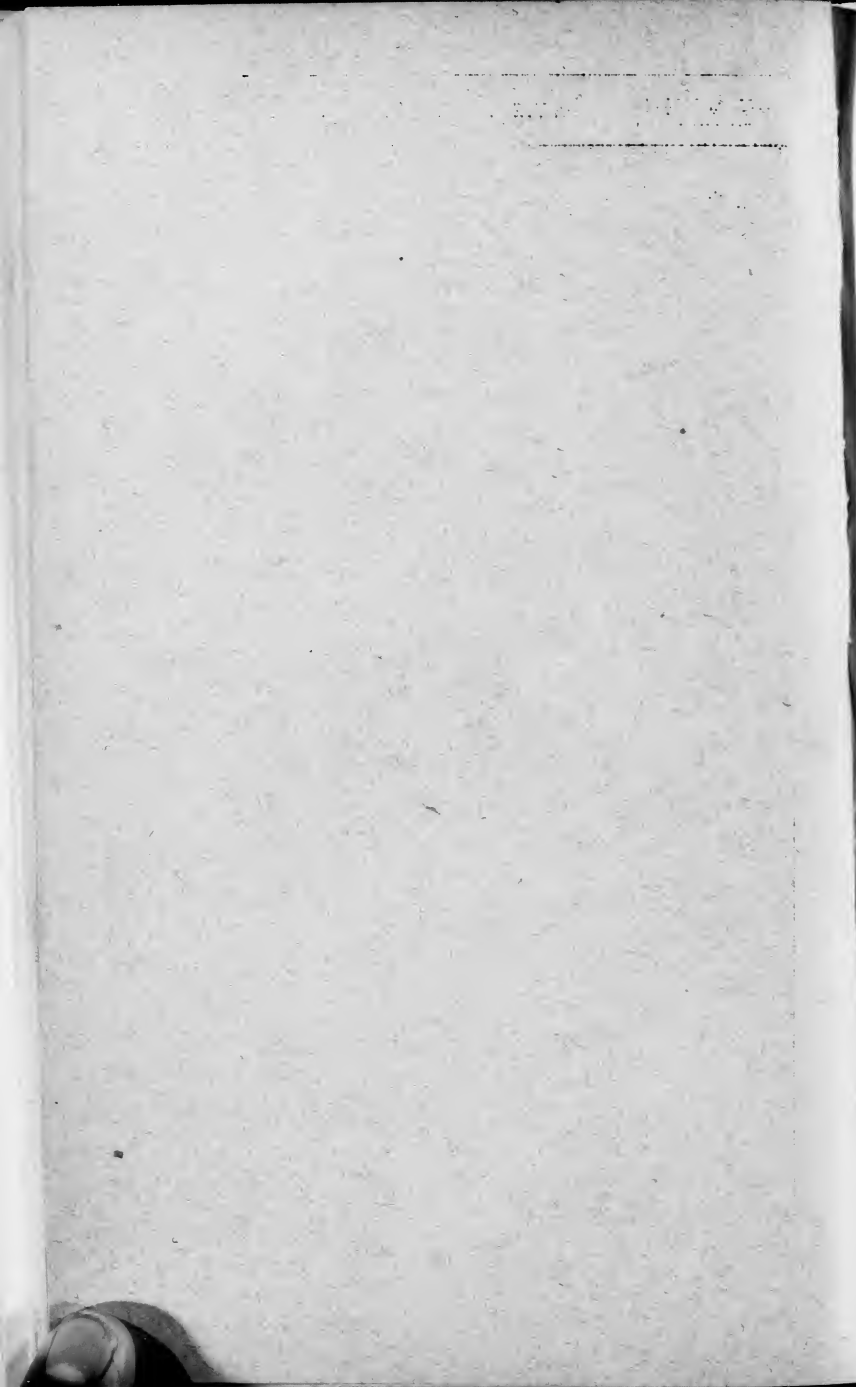
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ANNUAL REPORT OF THE
COMMISSIONERS OF THE
DISTRICT OF COLUMBIA
YEAR ENDED JUNE 30, 1923

Vol. IV
REPORT OF
THE BOARD OF EDUCATION
1922-23



WASHINGTON
GOVERNMENT PRINTING OFFICE
1923



68TH CONGRESS }
1st Session }

HOUSE OF REPRESENTATIVES

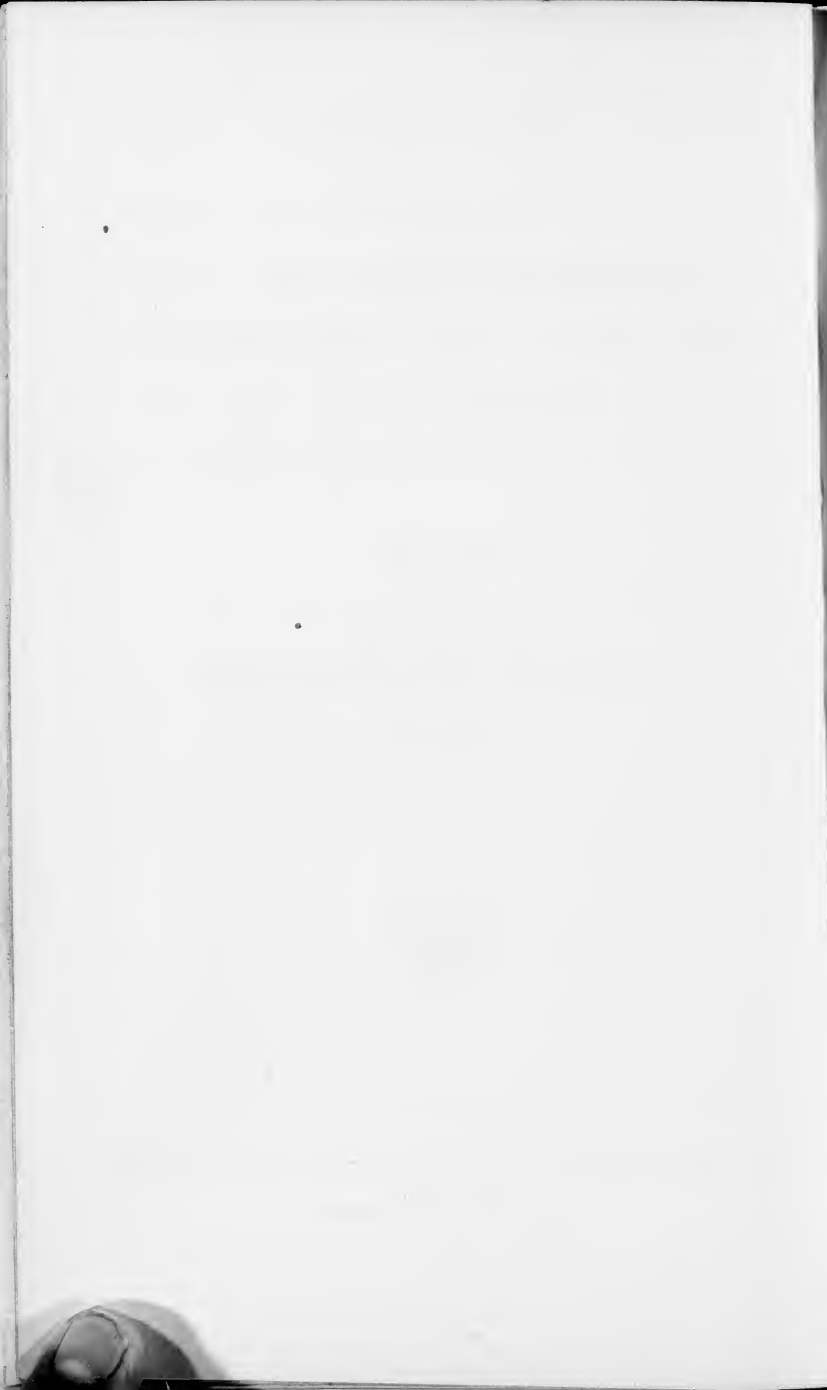
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YEAR ENDED JUNE 30, 1923

Vol. IV
REPORT OF
THE BOARD OF EDUCATION
1922-23



WASHINGTON
GOVERNMENT PRINTING OFFICE
1923



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REPORT OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

The school year ending June 30, 1923, which this report outlines, has been one of notable progress. The year has been marked by some gratifying additions to our school buildings, the most important being the magnificent Eastern High School. Two junior high schools of generous proportions, the Macfarland and the Langley, were placed under construction and will soon be ready for occupancy. Several graded schools were completed and others projected. Various sites were acquired; plans were developed for a new technical high school to replace McKinley high and for the enlargement of the Western high. It is most regrettable that notwithstanding these increases our housing facilities are not keeping pace with the growth of the school system.

One of the most helpful features during the year is the increased attention given to classes in our Americanization schools in providing opportunity for the many adult non-English speaking aliens within our gates to become useful and intelligent citizens. When the public appropriations for this civic duty proved insufficient, many organizations and patriotic societies contributed funds to the extent of several thousand dollars.

At no time heretofore have the many citizens' associations, civic clubs, and parent-teacher associations of the District cooperated more helpfully with the Board of Education in its efforts toward the advancement of the schools. It is a pleasure to record also that the advice and counsel of the District Commissioners and the valued assistance of their various subordinates in the District government have been freely invoked and have always been placed at our disposal.

The personnel of the Board of Education underwent but one change, that of Dr. Abram Simon, president of the board, whose term expired by limitation and who declined reappointment. He was succeeded by Mr. Ernest Greenwood. Mrs. Coralie F. Cook and Mr. James T. Lloyd were reappointed. Mrs. Cook now enters on the tenth year of service as a member of the board. Doctor Simon's commanding influence in the community, his intense zeal in the cause of education, his administrative capacity and tact, were given to our

schools so wisely and so freely that his withdrawal from the presidency and from the board is deeply regretted by his associates, and is a distinct loss to the schools.

The most noteworthy as well as the most promising action during the year was the reelection for a period of three years of our superintendent of schools, Dr. Frank W. Ballou. During the three years of service just closed Doctor Ballou, by his ability, his progressive methods, and his keen insight into our educational needs, has won the respect of the entire community. Under his continued leadership and devotion and with the assured cooperation of his staff of faithful officials, teachers, and other employees, the future is full of promise.

D. J. CALLAHAN,
Vice President, 1922-23.

SCHOOL CALENDAR.

1923. Schools open (beginning of the first half year) : Monday, September 17.
Thanksgiving holiday : Thursday and Friday, November 29 and 30.
Christmas holiday : December 24, 1923. to January 1, 1924, both inclusive.
1924. End of first half year : Thursday, January 31.
Beginning of second half year : Friday, February 1.
Washington's Birthday : Friday, February 22.
Easter holiday : Friday, April 18, to Friday, April 25, both inclusive.
Memorial Day : Friday, May 30.
Schools close (end of second half year) : Wednesday, June 18.
Schools open : Monday, September 22.
-

BOARD OF EDUCATION.

1923-24.

TERM EXPIRES JUNE 30, 1924.

Mr. E. C. GRAHAM.

Mrs. LAURA D. P. MORGAN.

Mr. WILLIAM L. HOUSTON.

TERM EXPIRES JUNE 30, 1925.

Mr. DANIEL J. CALLAHAN.

Mrs. MARIE W. HODGKINS.

Dr. J. HAYDEN JOHNSON.

TERM EXPIRES JUNE 30, 1926.

Mr. ERNEST GREENWOOD.

Mr. JAMES T. LLOYD.

Mrs. CORALIE F. COOK.

DIRECTORY.

Mr. DANIEL J. CALLAHAN, the Norfolk & Washington Steamboat Co. Office hours at the Franklin School Building, Thirteenth and K Streets NW., Saturdays from 1.30 to 3 p. m. On other days by appointment.

Mr. ERNEST GREENWOOD.....	1653 Pennsylvania Avenue NW.
Mrs. CORALIE F. COOK.....	Howard University.
Dr. J. HAYDEN JOHNSON.....	1842 Vermont Avenue NW.
Mr. E. C. GRAHAM.....	1330 New York Avenue NW.
Mrs. MARIE W. HODGKINS.....	1821 Kalorama Road NW.
Mr. WILLIAM L. HOUSTON.....	615 F Street NW.
Mr. JAMES T. LLOYD.....	709 Woodward Building.
Mrs. LAURA D. P. MORGAN.....	532 Seventeenth Street NW.

The Board of Education organizes each year at its meeting on the first Wednesday in the month of July.

The regular meetings of the board are held on the first and third Wednesdays of each month at 3.30 p. m. in the Franklin School Building, Thirteenth and K Streets NW.

OFFICERS OF THE BOARD.

Mr. D. J. CALLAHAN, *President.*

Mr. ERNEST GREENWOOD, *Vice President.*

HARRY O. HINE, *Secretary.*

EXECUTIVE, ADMINISTRATIVE, AND SUPERVISORY STAFF.

Superintendent, assistant superintendents, and various officers and directors, Franklin School, Thirteenth and K Streets NW.

Attendance officer, Berret School, Fourteenth and Q Streets NW. Office hours of chief, school days, 3.30 to 5 p. m.

Attendance officer for Tenth-Thirteenth divisions, Langston School, P between North Capitol and First Streets NW. Office hours of chief, school days, 3.30 to 5 p. m.

Child labor office, Franklin School, Thirteenth and K Streets NW. This office is open daily, except Saturdays, from 9 a. m. to 5 p. m. On Saturdays this office is open from 9 a. m. to 3 p. m.

This office issues WORK PERMITS to children between the ages of 14 and 16; STREET TRADE PERMITS to children between the ages of 10 and 16.

Physical examinations of applicants for work and street trade permits are held Mondays, Wednesdays, and Fridays at 2 p. m. at Franklin School, Thirteenth and K Streets NW., in the child labor office.

Minors' licenses: Daily, except Saturdays, between the hours of 10 and 12 m. and 2 and 4 p. m. On Saturdays from 9 to 12 m.

Public school storehouse, No. 136 K Street NE.

OFFICE OF SUPERINTENDENT OF SCHOOLS.

FRANK W. BALLOU, *Superintendent of Public Schools*, The Marlborough.

Office hours at Franklin School Building, Thirteenth and K Streets NW., 3 to 5 p. m. daily, except Saturdays; 11 to 12 m. Saturdays. Office hours are confined to school weeks.

ROBERT L. HAYCOCK, *Assistant Superintendent (for White Schools)*, 1606 Longfellow Street NW. Office hours at Franklin School Building, 9 to 12 m. and 2 to 4 p. m. daily, except Saturdays; 9.30 to 12 m. Saturdays.

GARNET C. WILKINSON, *Assistant Superintendent (for Colored Schools)*, 406 U Street NW. Office hours at Franklin School Building, 3.30 to 5 p. m. daily, except Saturdays; 9.30 to 11 Saturdays.

ALEXANDER T. STUART, *Director of Intermediate Instruction*, 3162 Seventeenth Street NW. Office hours at Franklin School, 9 a. m. to 5 p. m. on school days.

JOHN A. CHAMBERLAIN, *Supervisor of Manual Training*, 1502 Emerson Street NW. Office hours at Franklin School, 9 a. m. to 5 p. m. on school days.

ROSE L. HARDY, *Director of Primary Instruction*, 764 Rock Creek Church Road. Office hours at Franklin School, 9 to 10 a. m. Mondays; 2 to 4 p. m. Thursdays.

EMMA F. G. MERRITT, *Assistant Director of Primary Instruction*, 1630 Tenth Street NW. Office hours at Myrtilla Miner Normal School, 9 to 10 a. m. and 2 to 5 p. m. Mondays; 1 to 4 p. m. Wednesdays.

CATHERINE R. WATKINS, *Director of Kindergartens*, 1720 Oregon Avenue NW. Office hours at Berret School, 1.30 to 3 p. m. Mondays.

- IMOGENE WORMLEY, *Assistant Director of Kindergartens*, 547 Florida Avenue NW. Office hours at Cleveland School, Eighth and T Streets NW., 1 to 3 p. m. daily.
- ANNIE M. WILSON, *Director of Drawing*, Box 68, Kensington, Md. Office hours at Berret School, 9 to 12 m. Mondays; 1 to 4 p. m. Thursdays.
- JOSEPH O. MONTGOMERY, *Assistant Director of Drawing*, 2146 L Street NW. Office hours at Myrtilla Miner Normal School, 9 to 12 m. Mondays; 1 to 3 p. m. Thursdays.
- EDWIN N. C. BARNES, *Director of Music*, 820 Allison Street NW. Office hours at Thomson School, 9 to 10 a. m. school days.
- JOSEPHINE E. WORMLEY, *Assistant Director of Music*, 547 Florida Avenue NW. Office hours at Cleveland School, 11 to 12 m. Mondays; 2 to 3 p. m. Fridays.
- REBECCA STONEROD, *Director of Physical Culture*, 2606 Garfield Street NW. Office hours at Webster School, 3 to 4 p. m. Tuesdays.
- ANITA J. TURNER, *Assistant Director of Physical Culture*, 300 T Street NW. Office hours at Myrtilla Miner Normal School, 3 to 4 p. m. Wednesdays.
- IDA F. O'NEILL, *Director of Domestic Art*, 807 Varnum Street NW. Office hours at Berret School, 1 to 4 p. m. Fridays.
- EVA F. WILSON, *Assistant Director of Domestic Art*, 940 T Street NW. Office hours at Mott School, 1 to 4 p. m. Tuesdays.
- EMMA S. JACOBS, *Director of Domestic Science*, 140 South Clarendon Avenue, Clarendon, Va. Office hours at Morse School, 1 to 5 p. m. Mondays and Fridays; 2 to 4 p. m. Tuesdays.
- JULIA W. SHAW, *Assistant Director of Domestic Science*, 112 S Street NW. Office hours at Mott School, 3 to 4.30 p. m. Tuesdays.
- OLIVER W. McDONALD, *Assistant Supervisor of Manual Training*, 623 Tenth Street NE. Office hours at Simmons School, 9 to 10 a. m. school days.
- MARY F. MARSDEN, *Director of Penmanship*, 1731 First Street NW. Office: J. Ormand Wilson Normal School.
- CORINNE E. MARTIN, *Assistant Director of Penmanship*, 310 New York Avenue NW. Office: Myrtilla Miner Normal School.
- HARRY O. HINE, *Secretary*, office of Secretary Board of Education, 3204 Highland Place NW., Cleveland Park. Office hours at Franklin School, 8.45 a. m. to 4.45 p. m.
- RAYMOND O. WILMARTH, *Chief Accountant*, office of Finance Accounting, 227 John Marshall Place NW. Office hours at Franklin School, 9 to 10 a. m. and 3 to 5 p. m.
- JOHN W. F. SMITH, *Statistician*, office of Statistics and Publications, 816 Fourth Street NW. Office hours at Franklin School, 9 to 10 a. m. and 3 to 5 p. m.
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- HUGH F. MCQUEENY, *Superintendent of Janitors*, Bladensburg Road and New York Avenue NE. Office hours at Franklin School, 3 to 4 p. m. Tuesdays and Fridays. Phone, Lincoln 1581.

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- HUGH F. MCQUEENY, *Superintendent of Janitors*, Bladensburg Road and New York Avenue NE. Office hours at Franklin School, 3 to 4 p. m. Tuesdays and Fridays. Phone, Lincoln 1581.

BOARD OF EXAMINERS FOR WHITE SCHOOLS.

Superintendent FRANK W. BALLOU, *Chairman*; HARRY ENGLISH, *Secretary*, 2907 P Street NW.; SARAH E. SIMONS, 1528 Copcoran Street NW. Office Franklin School, Thirteenth and K Streets NW.

BOARD OF EXAMINERS FOR COLORED SCHOOLS.

Superintendent FRANK W. BALLOU, *Chairman*; NELSON E. WEATHERLESS, *Secretary*, 2502 Georgia Avenue; G. DAVID HOUSTON, 1758 T Street NW. Office, Franklin School, Thirteenth and K Streets NW.

SUPERVISING PRINCIPALS.

BEN W. MURCH, *Supervising Principal*, first division; office, Hyde School; residence, 1703 Thirty-fifth Street NW.

JESSIE LA SALLE, *Supervising Principal*, second division; office, Dennison School; residence, Grace Dodge Hotel.

EPHRAIM G. KIMBALL, *Supervising Principal*; third division; office, Powell School; residence, 1527 Park Road NW.

ADELAIDE DAVIS, *Supervising Principal*, fourth division; office, Henry School; residence, Seward Apartment, 400 Pennsylvania Avenue SE.

SELDEN M. ELY, *Supervising Principal*, fifth division; office, Gales School; residence, 50 S Street NW.

FLORA L. HENDLEY, *Supervising Principal*, sixth division; office, Ludlow School; residence, 1216 L Street NW.

HOSMER M. JOHNSON, *Supervising Principal*, seventh division; office, Cranch school; residence, 1443 Fairmont Street NW.

ANNE BEERS, *Supervising Principal*, eighth division; office, Jefferson School; residence, The Argonne Apartment, 3017 Rodman Street NW.

WALTER B. PATTERSON, *Supervising Principal*, ninth division; office, Franklin School; residence, 422 Randolph Street NW.

JOHN C. NALLE, *Supervising Principal*, tenth division; office Sumner School; residence, 1308 U Street NW.

MARION P. SHADD, *Supervising Principal*, eleventh division; office, Garnet School; residence, 2110 Fourteenth Street NW.

WINFIELD S. MONTGOMERY, *Supervising Principal*, twelfth division; office, Simmons School; residence, 1912 Eleventh Street NW.

JOHN C. BRUCE, *Supervising Principal*, thirteenth division; office, Lincoln School; residence, The Whitelaw, Apartment 401.

JUNIOR HIGH SCHOOLS.

ALICE DEAL, *Principal*, Columbia Junior High School. Residence, Victoria Apartments.

HAROLD E. WARNER, *Principal*, Hine Junior High School. Residence, 215 Fourteenth Street SE.

HENRY W. DRAPER, *Principal*, Langley Junior High School. Residence, 1521 Thirty-fifth Street NW.

HOWARD P. SAFFORD, *Principal*, Macfarland Junior High School. Residence, 4309 Kansas Avenue NW.

G. SMITH WORMLEY, *Principal*, Randall Junior High School. Residence, 211 T Street NW.

MINEOLA KIRKLAND, *Principal*, Shaw Junior High School. Residence, 1106 B Street NE.

SENIOR HIGH SCHOOLS.

STEPHEN E. KRAMER, *Principal*, 1725 Kilbourne Street NW. Office, Central High School.

CHARLES HART, *Principal*, 625 Lexington Street NE. Office, Eastern High School.

ELMER S. NEWTON, *Principal*, 2538 Thirty-seventh Street NW. Office, Western High School.

ALLAN DAVIS, *Principal*, 900 Eleventh Street SE. Office, Business High School.

FRANK C. DANIEL, *Principal*, Chevy Chase, Md. Office, McKinley Manual Training High School.

WALTER L. SMITH, *Principal*, 1809 Second Street NW. Office, Dunbar High School.

ARTHUR C. NEWMAN, *Principal*, 504 T Street NW. Office, Armstrong Manual Training High School.

NORMAL SCHOOLS.

ANNIE M. GODING, *Principal*, 1419 R Street NW. Office, J. Ormond Wilson Normal School.

EUGENE A. CLARK, *Principal*, 1915 Second Street NW. Office, Myrtilla Miner Normal School.

VOCATIONAL AND PREVOCATIONAL SCHOOLS.

WILLIAM F. SMITH, *Principal*, 1340 F Street NE. Office, Smallwood School.

HENRY F. LOWE, *Principal*, 215 Fifth Street NE. Office, Lenox School.

F. E. PARKS, Jr., *Principal*, 1935 Fifteenth Street NW. Office, Cardozo Manual Training School.

LEONORA C. RANDOLPH, *Principal*, 1240 Kearney Street NE. Office, O Street Manual Training School.

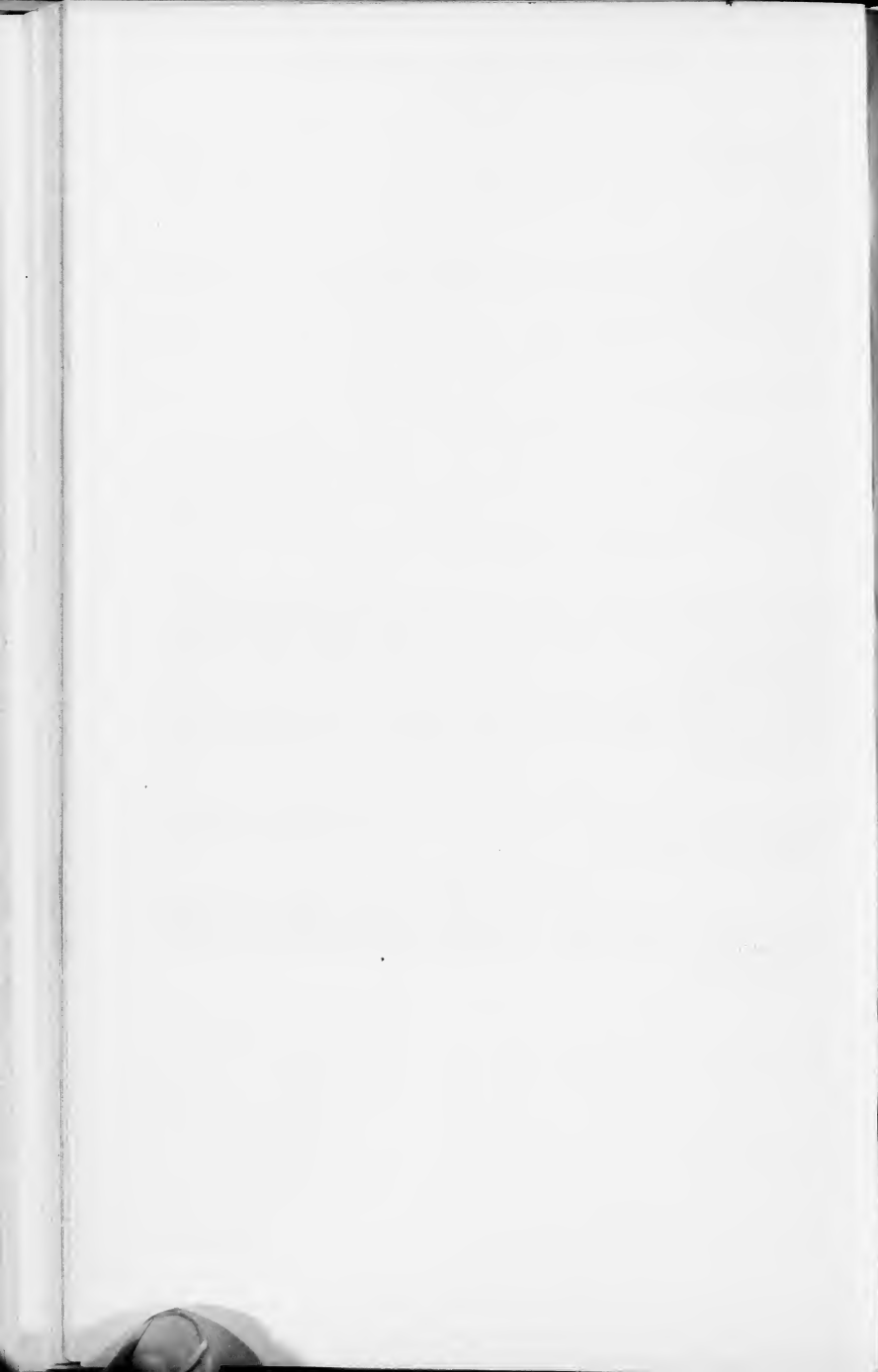
ALICE P. BARLOW, *Teacher in Charge*, 1304 S Street NW. Office, Phelps Manual Training School.

AMERICANIZATION WORK.

MAUDE E. AITON, *Principal Americanization Work*, The Portner. Office, Columbia Junior High School.

MEDICAL INSPECTOR.

JOSEPH A. MURPHY, *Chief Medical and Sanitary Inspector*, 1425 Chapin Street. Office hours at Franklin School, Thirteenth and K Streets NW., 2 to 3 p. m. on school days.



REPORT OF THE SUPERINTENDENT OF SCHOOLS.

The Board of Education of the District of Columbia.

LADIES AND GENTLEMEN:

I have the honor to submit herewith the annual report of the superintendent of schools for the year ending June 30, 1923. This report follows the same general plan as the report submitted last year. The report is divided into four sections.

Section I contains a brief description of the more important administrative changes during the school year 1922-23.

Section II has always been given over to the discussion of that topic which the superintendent of schools believes represents the outstanding development of the year. In this report Section II is devoted to the extension of the junior high schools. This section shows the systematic preparation which took place during 1922-23 in anticipation of the opening of four junior high schools in September, 1923.

Section III reviews the present situation with respect to school-house accommodations.

Section IV includes the annual reports submitted by certain school officials. It is impossible to include the reports of all officers. This section will be of interest to those who desire to learn from the members of the superintendent's staff their opinions with regard to some of the developments which have taken place in the school system during the last three years.

The superintendent deeply appreciates the confidence of the community and of the Board of Education expressed in his unanimous reelection as superintendent of schools for three years, beginning July 1, 1923.

The confidence and support of the public is desired and sought by every worthy public official. The evidences of that confidence and support which have been ever present during my three years as superintendent of schools have been a source of constant inspiration and encouragement. It is a privilege to work with a Board of Education made up of members who appreciate the importance of their joint responsibilities, and who devote themselves so unselfishly and so effectively to the discharge of their duties as public servants.

The united support of school officials, teachers, and other employees; the courageous efforts of the Board of Commissioners; the

sympathetic interest of the Bureau of the Budget; the growing interest and activity of members of the House and Senate; the continuous support of a united press; and overwhelming public opinion, in favor of a comprehensive program of school betterment, combine to give unusual promise for the future.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

I. THE SCHOOL YEAR 1922-23.

The school year of 1922-23 has been marked by some sad disappointments and some promising conditions. Unfortunately, no school legislation was enacted by Congress during its last session. For a period of more than two years every effort that could be devised has been put forth by the District of Columbia for securing the enactment by Congress of a teachers' salary bill and other legislation looking toward the improvement of the public schools.

At the very close of the session the teachers' salary bill failed of passage in the House, after having passed the Senate. The compulsory attendance and school census bill passed the Senate, but failed to receive the consideration of the House. The bill providing for free textbooks and educational supplies for high-school pupils was not passed by either the Senate or the House. The anticipated legislation resulting from the investigation of Senator Capper's joint committee was not even introduced into Congress.

The failure of these bills in Congress illustrates the difficulties of operating a system of public education for the people of Washington under present conditions. The failure of these bills reinforces the observation of the superintendent in his annual report of 1922, when he pointed out that the difficulty of securing appropriate legislation was one of the reasons why educational progress in Washington is so slow.

On the other hand, the developments within the District of Columbia, and especially in the school system, are encouraging. The constructive program for school betterment continues to have the undivided support of public opinion and the press. The constructive program of the Board of Education is universally indorsed by civic bodies and citizens' associations. Teachers and officers are united in a program of school betterment, conditioned only by limited financial resources and legislative restrictions.

1. MEANING OF "PARENT" IN FREE TUITION LAW.

During the school year 1921-22 the question arose over the meaning of the word "parent" in the legislative provisions relating to free tuition of pupils in the public schools. As is usual in such cases, the opinion of the corporation counsel was sought by the

Board of Education. The opinion of the corporation counsel follows:

NOVEMBER 21, 1921.

TO THE COMMISSIONERS, D. C.:

Under the provisions of the act of Congress approved March 3, 1915, non-resident pupils whose parents are employed officially or otherwise in the District of Columbia are entitled to free tuition in the public schools of the District of Columbia, and the question for decision presented by this reference is, therefore, what is the meaning of the word "parents"?

Webster defines "parent" as "one who begets or brings forth offspring, a father or mother." and the courts have adopted this definition of the word (see Words and Phrases, Vol. III, page 871, and also 20 Ruling Case Law, 585), which last-mentioned authority is to the effect that the step-parents, grandparents, and other relatives, who take a child into their home and care for it as if it were their own, can hardly be said to come within the scope of the term "parent" though they are said to stand *in loco parentis*, and are often held to have assumed *quasi* parental obligations and acquired *quasi* parental rights, but a statute giving the right to sue for the death of a child to its parents does not extend this right to one standing in a *quasi* parental relation. Citing *Thornburg v. American Strawboard Co.*, 141 Ind. 443; *Citizens' Street Ry. Co. v. Cooper*, 22 Ind. App. 459.

I am, therefore, of the opinion that the nonresident pupil mentioned in this reference is not entitled to free tuition in the public schools of the District of Columbia for any portion of the time from September 19, 1921, forward, as the guardianship of Mrs. McCarthy does not make her a "parent" within the meaning of the law.

If Congress had intended to include children in the care of foster parents, guardians, or relatives, it would undoubtedly have said so.

F. H. STEPHENS,
Corporation Counsel, D. C.

Pursuant to the opinion of the corporation counsel, the Board of Education at its meeting held June 7, 1922, adopted the following order, which was prepared and recommended for adoption by the superintendent of schools:

Ordered, That in accordance with a decision of the corporation counsel, approved by the Commissioners of the District of Columbia, right to exemption under the provisions of the act approved June 26, 1912, as amended by the acts approved July 21, 1914, March 3, 1915, March 3, 1917, March 28, 1918, August 31, 1918, July 11, 1919, June 5, 1920, and February 22, 1922, shall apply on and after July 1, 1922, only to the parent—father or mother—of the nonresident pupil, and shall not apply to any person, persons, or organizations standing *in loco parentis*, or who may have assumed *quasi* parental obligations, or who may have acquired *quasi* parental rights.

In the above opinion, the present corporation counsel differs from the opinion of the preceding corporation counsel, and the above order modifies a long-established practice of the school department with respect to free tuition.

2. LOUISE F. DENNY V. THE BOARD OF EDUCATION.

Louise F. Denny brought suit against the Board of Education and the school officials to compel the superintendent and the board to give her a probationary appointment. A class 6, group B teacher was given leave of absence for study for short periods at a time during the school year 1921-22. In accordance with the rules of the board, as the school officials believed, this group B teacher was assured a return to the position which she formerly held. As provided in the rules under such circumstances, a temporary teacher was appointed in the school from which the 6-B teacher took leave.

The contention of the counsel for Miss Denny at a conference with the Board of Education was that the rules of the board under which the 6-B teacher was given leave of absence require the superintendent of schools to make a probationary appointment instead of a temporary appointment. The following are some of the other considerations which entered into this case:

1. Under what particular rule the 6-B teacher was given leave of absence.

2. That Louise F. Denny was not eligible to be appointed as a 6-B teacher.

3. That there were no 6-B candidates on the eligible list who could be appointed to the position left temporarily vacant in the colored schools by the leave of absence of a 6-B teacher.

4. That if a 6-B teacher were to be appointed the 6-B salary in the colored schools would have to be transferred to the white schools.

In March, 1923, the corporation counsel informed the Board of Education that Justice Hoehling had rendered a decision in the above case in favor of the Board of Education.

3. COMPTROLLER GENERAL'S RULING ON RETIREMENT OF TEACHERS.

The following correspondence between the superintendent of schools, the Auditor of the District of Columbia, and the Comptroller General is of sufficient importance to teachers, to officers, and to the public to warrant its being included in toto in the annual report.

June 6, 1922.

Maj. D. J. DONOVAN,

Auditor, District of Columbia, Washington, D. C.

DEAR MAJOR DONOVAN: I desire to bring to your attention for your consideration two typical cases in regard to teachers who, because of ill health or other reasons, are physically absent from the performance of their duties although they maintain a legal relation with the school system.

The first case is that of Miss W. C. Hartman, teacher at the McKinley Manual Training School. Miss Hartman is now nearing the end of the period

allowed by the rules of the Board of Education during which a teacher may be absent with substitute.

According to the rules of the Board of Education a teacher at the end of the period for which substitute service is allowed is automatically taken off the current pay roll and is replaced by a teacher under temporary appointment. It is to be noted that this rule specifically provides that the teacher under temporary appointment must be appointed for a period not to extend beyond the return of the sick teacher. This means that the sick teacher who has exceeded her period allowed for substitute service may return at any time and the term of service of the temporary teacher automatically expires at her return.

It is the conception and intention of the Board of Education that this removal of the teacher from the current pay roll does not separate her from the service in the sense that she must requalify and be reappointed to assume the full status as a teacher in the service of the Board of Education. It is construed that the service of the temporary teacher who is in fact merely a substitute on full pay does not effect the status of the teacher in relation to her position as an employee of the Board of Education. This teacher is construed as a member of the faculty of the McKinley Manual Training School and is so carried on our rolls during the period of absence, although her name is temporarily withdrawn from the current pay roll owing to the fact that her service is being performed by a person placed upon the pay roll for accounting purposes.

The next case which we desire to submit is the case of Miss A. J. Du Breuil. This teacher is a member of the faculty of the Central High School and was given leave of absence for purposes of study on September 1, 1921, for one year. Under the regulations of the Board of Education a teacher may be given leave of absence not to exceed one year for purposes of study. During the period of this absence a regular appointment, either permanent or temporary, is made to this position. At the expiration of the period for which leave has been granted the teacher on leave has the legal right to reinstatement without further qualifications. This reinstatement may be to the same or to some other position for which the teacher is eligible. It is the conception and the intention of the Board of Education that a teacher on leave is to be carried upon our rolls as a teacher in the service of the Board of Education, and it is directly stated in the regulations of the Board of Education that this teacher has the preferred right above all the other eligibles to be reassigned to the active service. In no sense is this teacher regarded as being severed from her connections with the school system. The teacher takes her leave with the understanding that she remains in the school service, and the Board of Education grants such leave with the same understanding.

The purpose of the Board of Education in granting a leave of absence for purposes of study is to give the school system the benefit of improved service of a teacher who is willing at her own cost and at a sacrifice of her salary to attend educational courses which will better prepare her for the work which she is undertaking in the Washington public school system. The fundamental purpose of granting this leave is to give the schools the benefit of the improved service of a better prepared teacher, and the personal benefit of the teacher is no factor in considering whether or not such leave should be granted. The teacher engages to undertake this work of self-improvement without expecting the District of Columbia to assume any responsibility or liability whether in payment of the teacher's time or expenses incurred in the course of improvement of this teacher.

It is the opinion of the Board of Education that the status of these teachers in regard to pension rights under the act providing for the retirement of

teachers in the Washington public schools is in nowise affected by this temporary withdrawing of these teachers' names from the current pay roll, and we are respectfully submitting this statement to you to determine whether your opinion is in accordance with that of the Board of Education.

Sincerely yours,

FRANK W. BALLOU,
Superintendent of Schools.

In his reply the auditor submits the opinion of the Comptroller General on the case of Miss M. J. Peabody, which case is similar to the cases cited in the superintendent's letter of June 6, 1922.

AUGUST 30, 1922.

DR. FRANK W. BALLOU,
Superintendent Public Schools,
Franklin School Building, Washington, D. C.

DEAR DOCTOR BALLOU: I am forwarding herewith for the information of the school authorities a copy of a decision rendered by the Comptroller General of the United States, at the request of this office transmitted through the commissioners, in the case of M. J. Peabody, a teacher in the schools. The conclusion reached in this case will serve as a guide in future applications for retirement under the teachers' retirement law.

Very truly yours,

(Signed) D. J. DONOVAN,
Auditor of the District of Columbia.

The opinion of the Comptroller General is contained in the following letter of August 25, 1922, addressed to the Commissioners of the District of Columbia.

August 25, 1922.

A D 6964

The President of the Board of Commissioners of the District of Columbia:

SIR: I have your letter of July 22, 1922, requesting decision whether Miss M. L. Peabody, a teacher in the public schools of the District of Columbia, is entitled to retirement and payment of an annuity under the provisions of the act of January 15, 1920, providing for retirement of teachers in said schools.

It appears that Miss Peabody was appointed a teacher in the public schools of the District of Columbia October 20, 1910, and taught continuously therein to September 1, 1918. From September 1, 1918, to September 1, 1919, she was absent on leave without pay granted because of personal illness. From September 1, 1919, to December 14, 1920, she was again in an active teaching status in the schools. From December 15, 1920, to February 9, 1921, she was again absent on leave without pay because of personal illness. She was in an active teaching status from February 10, to June 30, 1921, and was again absent on leave without pay because of personal illness from July 1, 1921, to June 3, 1922, on which latter date the Board of Commissioners of the District of Columbia adopted an order retiring her from and after that date because of disability under the provisions of the act of January 15, 1920.

Section 4 of the act of January 15, 1920, 41 Stat. 388, provides:

That any teacher who shall have reached the age of forty-five, or who shall have taught continuously for fifteen years in the public schools of the District of Columbia, and who by reason of accident or illness not due to vicious habits has become physically or mentally disabled and incapable of satisfactorily performing the duties of teacher, may be retired by the Board of Education under the provisions hereinafter stated.

Miss Peabody had reached the age of 45 and therefore was eligible to retirement under the terms of this section, subject to other provisions of the retirement act.

Section 8 of the act provides:

* * * No sum shall be paid to any teacher upon his retirement under the provisions of section 4 hereof unless he shall have been employed continuously as a teacher in the public schools of the District of Columbia for ten years immediately prior to his retirement.

Decision of this case turns upon the construction to be given to the word "employed," as used in this connection. If its scope is limited to employment in actual teaching, Miss Peabody can not qualify under section 8 of the act for payment of annuity. If, on the other hand, it relates to employment on the active list of public-school teachers of the District she was so employed for more than 10 years preceding the date set for her retirement.

Sections 4 and 8 of the act deal with retirement for physical or mental disability. A ruling that would restrict the meaning of the word "employed" as used therein to an actual teaching status would perhaps exclude many cases which would seem to come within the intent and purpose of the law. It is of interest in this connection to note that section 4 uses different language in fixing the minimum service of teachers under 45 years of age who may retire for disability. In such cases the section requires that they shall have—

Taught continuously for fifteen years in the public schools in the District of Columbia.

Rule 43-D prescribed by the Board of Education of the District of Columbia limits consecutive temporary leave of absence of teachers in the public schools to not exceeding one calendar year. During periods of such authorized leave the teachers, being assignable to teaching duty upon expiration of the granted leave, continue in an active duty status, as distinguished from a permanent retired status formerly provided for in case of longer authorized absence. (1 Comp. Gen. 358.) A teacher who has been in such active duty status continuously for 10 years and who has reached the age of 45 is eligible for retirement and payment of annuity under the provisions of sections 4 and 8 of the retirement act. Payment of Miss Peabody's retirement annuity will be governed accordingly.

Respectfully,

(Signed) J. R. McCARL,
Comptroller General.

From the above opinion it is clear that a leave of absence to a teacher, under the rules of the Board of Education, does not entirely sever her connection with the public schools, within the meaning of the retirement act, and that her service during such leave of absence is to be considered as continuous, following her return to active service. In other words, a teacher is construed to be in continuous service, even though she is not continuously in a pay status.

4. LITIGATION OVER SIX-B EXAMINATION.

Under date of August 2, 1922, the corporation counsel reported to the superintendent that Judge Hoehling had signed a formal order discharging the rule to show cause in the case of Wallis and others v. the Board of Education, which suit had been pending some time.

The corporation counsel indicated that the Board of Education was then at liberty to hold the 6-B examination which had been postponed by this litigation. These facts were reported to the Board of Education at its meeting on September 6.

Accordingly the postponed examination was scheduled and held on September 30, 1922.

On October 5, 1922, some of the persons concerned in the above-mentioned litigation filed another suit against the Board of Education to prevent the publication of the eligible list which would result from the examination. Although the examinations were held and the results determined, the report of the examination could not be made to the Board of Education pending the adjustment of this second suit. By agreement between the corporation counsel and the attorney for the teachers the suit was withdrawn. The eligible list resulting from the examination was finally presented to the Board of Education at its meeting of February 7. Appointments were immediately made from that list.

In accordance with the directions of the Board of Education the names of persons on the list of eligibles resulting from the preceding 6-B examination were merged with the names of the persons successfully passing the examination of September 30, thereby consolidating into one list the names of all persons who had passed a 6-B examination, who remained unappointed.

The systematic practice of the board of examiners has been to determine the eligibility from the date of the examination. If this were to be done in the case of this postponed examination, persons who passed the examination would actually be eligible for the period of time from the date of the publishing of the eligible list on February 7 until December, 1923, when the next examination would naturally be held. Since it was the intention of the Board of Education that all candidates should be eligible for a period of two years, the superintendent recommended that the Board of Education extend the eligibility of the candidates for a period of two years from September, 1922. In all probability all persons whose names appear on this consolidated list for 6-B salaries will be appointed before the next eligible list is established.

5. PROFESSIONAL GROWTH OF TEACHERS.

During the past school year opportunities have been provided by the school authorities for teachers to pursue professional courses. As a part of the program for qualifying teachers for junior high school positions, courses were offered during the summer of 1922 in mathematics, geography, and English. Columbia University, in cooperation with the school authorities, offered extension courses

throughout the winter. Prof. Thomas C. Briggs conducted a course on "The Junior High School," Miss Jessie La Salle one on "The Psychology and Treatment of Exceptional Children," and Dr. Jesse F. Williams one on "Educational Hygiene."

George Washington University and Howard University show especial consideration for the Washington teachers in the arrangement of their schedules of classes. Numbers of the teachers have pursued courses in these institutions, as shown in the reports of professional work which they have submitted to the superintendent each year during the past three years.

All teachers attend the teachers' institutes, which are financed by contributions from the teachers. The following meetings were held during the past year:

January 12, 1923:

Democracy's peril—the teacher to the rescue, Dr. Henry Louis Smith, president of Washington and Lee University, Lexington, Va.

Some inequalities in American education to-day, Miss Charl Ormond Williams, field secretary of the National Education Association.

Educational movements of to-day, Dr. Frank P. Graves, State Commissioner of Education, New York State.

May 18, 1923:

A call to service, Dr. John H. Beveridge, superintendent of schools, Omaha, Nebr.

Child welfare, Mrs. Helen T. Woolley, assistant director, Merrill-Palmer School, Detroit, Mich.

Round-table conferences:

Dramatization in the elementary schools, led by Miss Jessie La Salle, of Columbia University.

Science for everybody, led by Dr. Edwin E. Slosson, director of science service, Washington, D. C.

Physical training in junior and senior high schools, led by Dr. J. F. Williams, of Columbia University.

Extra curricula activities, led by Dr. James M. Glass, department of public instruction, Pennsylvania.

At a meeting of the teachers' council on March 12, 1923, it was suggested to the superintendent that the teachers' council replace the former institute committee in the conduct of the institute. A committee was appointed from the membership of the teachers' council, with Miss Cecilia P. Dulin as chairman. The institute of May 18 was organized by this committee.

During the months of May and June a very fine professional service was performed by a large group of teachers in the preparation of tentative courses for the use of the junior high schools. Each teacher in the junior high schools was placed on a committee, and the course of study in each subject was prepared by the teachers of the subject. The course was then reviewed by a committee of officers and finally approved by the superintendent.

6. SERVICE OF DAY SCHOOL-TEACHERS IN NIGHT SCHOOLS.

In connection with the opening of the night schools in October, 1922, the superintendent submitted an order for the approval of the Board of Education limiting a teacher's service to three nights in any week, and after July 1, 1923, to not more than four consecutive years of service in the night schools, in addition to service in the day schools. The formal order was as follows:

Ordered, That no educational employee shall be appointed in the night schools for more than three nights' service in any one week or after July 1, 1923, have more than four consecutive years' service in the night schools.

The above order was approved, with the understanding that it does not apply to educational employees in the night schools who were not also employees in the day schools.

The above order is for the purpose of conserving the professional efficiency of day school-teachers by preventing them from teaching in the night schools every fifth year. This provision is also in the interest of providing opportunities in the night schools for a larger number of day school-teachers, who annually seek opportunity to teach in the night schools but who are deprived of that opportunity if present employees are continued year after year.

On the suggestion of the officers in charge of evening schools a conference was held in the superintendent's office on March 8, 1923.

In the discussion of the literal application of this order at the conference of school officials it was pointed out that 56 of the 70 employees in the white schools having served four or more years would be ineligible for appointment in the evening schools next year; 44 of the 60 employees in the colored schools would be similarly affected. It was agreed that the principle which prompted the order is sound and should be put into force. It was further agreed that to put the order into operation completely on July 1, 1923, would greatly interfere with the efficiency of the evening schools. Accordingly it was agreed:

1. That the services of these teachers who shall, by July 1, 1923, have taught more than four years in the evening schools shall be gradually discontinued, one-fourth of the number to be dropped each year until the entire number is dropped.

2. That, other things being equal, preference in continuing persons in the evening schools shall be given to those teachers who have served the shorter time in the night schools, whose ratings in the day school service are highest, whose night-school work is satisfactory, and whose places can not be filled with another competent person.

3. That the general application of the rule in regard to both teachers and principals should be based upon whether or not it was possible to replace satisfactorily the employee concerned. If the officials

immediately charged with the responsibility and direction were willing to certify that the teacher or principals could not be replaced by another person and would render reasonably satisfactory service, the rules should not apply to this individual. If such certification can not be made by the officials above indicated, the rules should be allowed to apply to both principals and teachers on the basis of the proportion set forth above.

A second order affecting the educational employees in the summer and evening schools was also approved at a meeting of the board of education on October 4, 1922, as follows:

Ordered, That on and after September 1, 1922, no educational employee shall be appointed or carried on more than two school pay rolls during any fiscal year unless it is impossible to obtain another competent person for the position: *Provided*, That this order shall not affect, during the fiscal year ending June 30, 1923, any educational employee who was appointed and carried on the vacation school pay roll during said fiscal year.

Since the teachers in the District are sometimes considered Federal employees, and since the spirit of congressional legislation is against the employment of a person in two different departments of the Government, it seemed necessary to pass the above order, even though it may work some hardship on certain individuals, and modifies a practice of long standing.

At a conference of school officials directing evening and summer schools, held in the superintendent's office March 8, 1923, the following agreements were reached regarding the administration of this order:

1. That each summer school shall be considered as articulating with the preceding school year, and that the teachers who have been employed in the evening schools of the preceding school year shall not be eligible for appointment in the following summer session.

7. COMPTROLLER GENERAL'S RULING ON THE \$2,000 SALARY LIMITATION.

At the meeting of the Board of Education held October 4, 1922, the superintendent cited the \$2,000 salary limitation, and the embarrassments it presents in securing teachers for night-school work. Heretofore the board has engaged some Federal Government experts, from the Department of Agriculture and in accounting, about 20 teachers in all. Under the comptroller's decision it is now impossible to appoint such, without infringement of the law, as the night-school salary is to be on a per annum basis of 312 days, even of a per diem rate is named and it is acknowledged that employment can not extend beyond eight months in any year.

Mr. Houston raises the question about this construction of the comptroller's decision as made by the school officials. He is informed by the superintendent that this is the auditor's construction. On motion the superintendent was directed to take the matter before

the corporation counsel, for an exact construction of the comptroller's decision as it applies to night-school employees.

At the meeting of the board on January 17, 1923, the opinion of the Comptroller General was presented to the Board of Education. The statement of the comptroller, addressed to the commissioners, is quoted below:

COMPTROLLER GENERAL OF THE UNITED STATES,
Washington, January 13, 1923.

A D 7253

*The Board of Commissioners
of the District of Columbia.*

GENTLEMEN: I have your letter of November 8, 1922, transmitting the request of the superintendent of schools for decision as to whether or not section 6 of the act of May 10, 1916, as amended by the act of August 29, 1916 (39 Stat. 120-582), is applicable to teachers in the night schools of the District of Columbia, who are also employed by the United States, or the District of Columbia, in some other capacity.

The section referred to is as follows:

That unless otherwise specially authorized by law, no money appropriated by this or any other Act shall be available for payment to any person receiving more than one salary when the combined amount of said salaries exceeds the sum of \$2,000 per annum, but this shall not apply to retired officers or enlisted men of the Army, Navy, Marine Corps, or Coast Guard, or to officers and enlisted men of the Organized Militia and Naval Militia in the several States, Territories, and the District of Columbia.

This act was further amended by the act of October 6, 1917, as follows:

Section six of the legislative, executive, and judicial appropriation act approved May 10, 1916, as amended by the Naval Appropriation Act approved August 29, 1916, shall not apply to teachers in the public schools of the District of Columbia who are also employed as teachers of night schools and vacation schools.

The only classes exempt from the provisions of the section referred to are those specifically named in the act quoted, and since teachers in the night schools of the District of Columbia are paid from funds appropriated by Congress you are advised that such of them as are employed by the United States or the District of Columbia in any capacity outside of the enumerated classes are subject to the limitations imposed by the act of May 10, 1916.

It appears that teachers in the night schools are paid on a per diem basis, and you also request a decision as to whether in computing the \$2,000 limitation the basis for determining their compensation should be on the number of nights they actually work or on the actual number of working days in the year.

It has been repeatedly held by this office that for the purpose of determining the annual rate of compensation of per diem employees when such employees are not regularly paid a per diem for every day in the year, such compensation should be computed on the basis of 312 days in a year, regardless of the number of days actually worked in such year (24 Comp. Dec. 217-396). Therefore in determining whether or not the per diem rate of compensation paid employees in the night schools exceeds the \$2,000 limitation, the computation should be based on the payment of such per diem rate for 312 days in the year regardless of the number of nights of actual service in such schools.

Respectfully,

(Signed) J. L. McCARL,
Comptroller General.

The decision quoted ratified the prevailing practice, whereby teachers of the day schools are freed from the \$2,000 limitation in teaching in the night schools of the District of Columbia. All other employees are subject to the \$2,000 limitation imposed by the act of May 10, 1916. In computing the annual salary of the night-school teacher, as such, 312 days shall be considered as a year on a per diem basis, on which night-school teachers are employed, regardless of the number of nights of actual service in such schools.

8. SURVEY OF LIGHTING IN SCHOOL BUILDINGS.

At the request of the board of apportionment, the superintendent appointed a committee on November 1 to make a survey of the lighting of public-school buildings and to submit recommendations with respect to a program of procedure in improving the lighting of school buildings. This committee, consisting of Mr. Patterson as chairman, Mr. Ely, and Doctor Montgomery, made an exhaustive study of the situation, and submitted a very carefully formulated report and recommendations. As funds become available for lighting purposes, the procedure suggested by the committee is being followed.

A large number of the parent-teacher associations are particularly interested in improving the lighting of their schools, and in some cases have offered to furnish private funds to supplement the limited appropriations for this purpose.

9. USING THE PUBLIC SCHOOLS.

The public schools, either directly or indirectly, reach most of the homes of the community. The schools are growing to be more and more social institutions rather than institutions for the development of individuals as such. The schools undertake to serve the community and the State as well as to serve individuals.

Persons interested in promoting any public enterprise recognize that the schools and the official organization of the school department provide an ever-ready means of prompt and effective communication with the public. Year after year an increasing number of requests are made that the schools participate in the promotion of various publicity programs. During the school year 1922-23 the public schools were asked to participate officially in the following designated "weeks":

Fire Prevention Week.

Cancer Week.

Children's Book Week.

Better Speech Week.

Safety Week.

American Education Week.

Drama Week.

Thrift Week.

National Garden Week.

Conservation of Eyesight Week.

Music Week.

In addition to the above requests, the schools were asked officially to participate in many special celebrations or "days" during the past school year.

It is the opinion of some of the school officials that the systematic work of the public schools is inevitably bound to be interfered with if all such requests are granted. The school officials must adopt some policy which will on the one hand give the school pupils an opportunity to participate in all worthy undertakings which it will profit the pupils to participate in, and on the other not to interfere too seriously with their daily educational program.

A. Safety Week.

The instruction in safety which has been carried on throughout the past school year received its greatest emphasis during Safety Week, November 26 to December 2, 1922.

A committee of school officials, of which Mr. B. W. Murch was chairman, worked with the Washington Safety Council in making plans for the observance of the week. The teachers were supplied by the superintendent with a series of model lessons on safety, and a list of recommendations of the school committee. The recommendations are grouped as follows:

I. Instructions in the schools to be given by the teacher:

1. The appointment in each building of a committee of teachers to boost the campaign for no accidents.
2. Lessons to be taught by teachers according to the printed instructions from the committee on Safety Week on the various subjects relative to safety. Continued instruction on the preservation of life, and limb daily throughout the year as a regular and serious part of the classroom instruction.
3. Mottoes, posters, and slogans prepared under the direction of the art department in the high schools and by the teachers in the elementary schools; the encouragement of pupils to submit original slogans in competition, the excellent ones to be placed on blackboard and changed from time to time. Excellent posters to be displayed in neighborhood business places.
4. Emphasis on the danger of roller skating and bicycle riding on the streets, especially in the early morning and the late afternoon.
5. Contests among the classes within the building for the purpose of arousing greater interest.
6. As part of the opening exercise each morning, ask pupils how many on way to school were careful to avoid accident, and on dismissal give a word of warning. Eternal vigilance is the price of safety.

II. Increased precautions around the school:

1. Study by the principal and teachers in each building of the traffic conditions in the neighborhood so as to be better able to give intelligent advice to pupils. Undesirable traffic conditions to be reported to police department.
2. More specific rules in each building with regard to roller skating and bicycle riding in the proximity of the school. Greater effort to be made to avoid playground accidents.
3. The appointment of older boys of the schools to serve as guardians of the smaller children at points of danger within the vicinity of the school, as, for instance, where alleys from garages open upon the sidewalks.

III. Cooperation with the home and with the municipal authorities:

1. Have each pupil write a letter to his parents requesting them to cooperate in every way to prevent accidents on the streets, in the home, or on the playgrounds. Urge parents to reply to these letters.
2. Talks in elementary classes by police captains.
3. Talks to high-school assemblies by speakers to be secured from the committee on speakers for Safety Week. Similar talks to be given in grade schools having assembly halls.
4. Participation in the parade on Friday, December 1, by the high-school cadets.
5. At the end of "No Accident Week" the pupils to send in, in letter form, a full report of all building activities relating to "Safety First"; the building principal to select the most effective one, copies of which should be sent to Doctor Ballou, superintendent of schools, Major Sullivan, superintendent of police, Mr. William F. Ham, chairman of citizens committee on public safety, Washington Railway & Electric Co., General Offices Fourteenth and C Streets, NW., and to Mr. C. W. Price, secretary of Washington Safety First Committee, Old Federal National Bank Building, Fourteenth and G Streets NW.

B. American Education Week.

The entire city cooperated with the school system in the observance of American Education Week. Officials of the school system prepared statements for the use of the press on the topics for each day of the week—citizenship, patriotism, schools and teachers, illiteracy, equality of opportunity, and physical education. The Board of Trade held an "Education Night" at which it pledged its support to the improvement of the schools.

A leading feature of the celebration of the week by the schools was the dedication of new school buildings and additions to buildings which had recently been occupied.

Additional schoolhouse accommodations dedicated during American Education Week, December 4-9, 1922.

Date of dedication.	School.	Date opened for use.
Dec. 4.....	Eaton (8-room addition).....	One room Oct. 27; whole building, Nov. 15.
Dec. 4.....	Burroughs (new 8-room building).....	September, 1921.
Dec. 5.....	Mott (8-room addition).....	Oct. 30, 1922.
Dec. 5.....	Buchanan (8-room addition).....	Nov. 14, 1922.
Dec. 6.....	Wheatley (12-room addition).....	Oct. 31, 1922.
Dec. 7.....	Monroe (4-room addition).....	Sept. 18, 1922.
Dec. 8.....	Kingsman (new 8-room building).....	Oct. 30, 1922.
Dec. 8.....	Deanwood (4-room addition).....	Sept. 18, 1922.

10. CONFERENCES OF THE BOARD WITH THE COMMUNITY.

The Board of Education invited representatives of all civic bodies to meet in conference with the board on December 5. At that time the board's estimates of needs for the school year 1924, which had just been presented to Congress, were reviewed for the information of the delegates. The status of the pending school legislation, the compulsory education, free textbooks, and teachers' salary bills, was explained.

These delegates proposed the appointment of a committee to make plans for a city-wide support of the school legislation and of increased appropriations for the schools. The committee was appointed by Doctor Simon, president of the board, with the following membership:

Mr. H. H. Glassie, *Chairman*.

Dr. Milton Fairchild.

Mr. Ira B. Nutter.

Mrs. Giles Scott Rafter.

Dr. U. J. Daniels.

While the committee was not permitted to appear before the Appropriations Committee, nevertheless it rendered the community valuable service. As a result of the experience of this committee the District of Columbia Public School Association was organized on April 4, 1923, with Capt. Julius I. Peyser as president and Mr. W. C. Irey as secretary. This organization, consisting of representatives of the civic bodies, proposes to interest itself in all matters pertaining to the improvement of the schools.

On April 11 a second conference of civic associations with the Board of Education was held, at which representatives were given an opportunity to state the school needs of the various communities. The meeting was well attended, and the statements submitted were used by the school authorities in the preparation of the school budget for the year 1924-25.

11. REPAIRS AND ALTERATIONS TO SCHOOL BUILDINGS.

Extract from minutes of the meeting of the Board of Education, December 6, 1922:

The superintendent reported the outcome of conferences of school officials, together with the municipal architect and assistant engineer commissioner in charge of school buildings with respect to the work of the superintendent of repairs, District of Columbia, as it applies to school buildings. With a view to an improvement in this service certain changes in procedure were agreed upon, these mainly emanating from the District officials. These propose the transferring of the supervision and expenditure of the school repair fund from the District officials to the school officials. The following details were submitted:

1. That the appropriations for repairs and alterations to school buildings, amounting for the school year 1922-23 to \$250,000, be expended under the supervision and direction of the Board of Education.

2. That the repair shop be placed at the disposal of the Board of Education for the making of repairs and alterations to buildings under the direction of school officials.

3. That in the making of repairs and alterations to school buildings, the superintendent of the repair shop receives his directions directly from school officials.

4. That the supervision of the repair shop by District officials, when the repair shop is working for the school officials, shall be confined to the quality of service performed by the employees in the repair shop in respect to such matters as heating, lighting, and fire prevention, which are governed by District regulations.

5. That there should be employed by the Board of Education and paid out of the appropriation for repairs and improvements to school buildings, a person competent to inspect heating plants and to instruct janitors in methods of operating them, said person to work under the direction of the superintendent of janitors.

6. That said employee for the supervision of heating plants might be utilized for the instruction of teachers, principals, and school officers with respect to the heating and ventilating systems in the several schools, to the end that such heating and ventilating systems may be operated most efficiently.

7. That the officers of the District Building, as heretofore, will continue to furnish, on request of the school authorities, technical information with respect to heating plants, ventilating systems, and other features of school buildings concerning which technical information may be needed by the school authorities.

8. That the Board of Education will not seek changes in the personnel of the repair shop unless based on proven charges of incompetence or refusal to cooperate with the school authorities.

The superintendent formally recommended that the board accept the proposal of the District officials under the conditions outlined, and for an experimental period during the school year to end June 30, 1923.

12. REINSTATEMENT OF TEACHERS WHO HAVE RESIGNED.

At the meeting of the Board of Education on January 17, the superintendent raised the question of construing the rule concerning the reinstatement of teachers who had left the service by resignation.

The rule referred to is a resolution of the Board of Education, approved February 18, 1920, which reads as follows:

Resolved, That hereafter a teacher who has resigned for reasons satisfactory to the superintendent, may be reinstated without an examination provided he is within the age requirement, that his previous rating was "Good," that not more than five years have elapsed since his resignation, and that his name be placed at the end of the eligible list of the class in which he was previously grouped. That if the teacher can not meet these conditions, it shall be the right of the board of examiners to call for an oral review.

The question arose over the interpretation of the rule relating to resignations, since it did not specifically indicate where such persons should be placed in the consolidated five-year list of graduates of the Miner Normal School. The matter was referred to the superintendent for recommendation.

Accordingly, at the meeting of February 7, the superintendent recommended that the following proviso be attached to the preceding rule:

Provided, That the name or names of those who are considered eligible for reinstatement by the board of examiners, shall be placed at the foot of the consolidated five-year list, and arranged within their group, according to the ratings which they respectively had on the original list of eligibles.

13. TWO SESSIONS IN GRADES I AND II.

As was the case in many cities of the country, in the beginning of its educational system Washington provided only one session for primary pupils. The regular school day for children in Grades I and II was three or three and one-half hours, beginning at 9 o'clock in the morning and extending to 12 or 12.30.

Most cities have abandoned one session for primary pupils and have provided a longer school day. Pupils who receive their elementary education in a school system which provides only half time in Grades I and II are at a disadvantage in comparison with pupils in other school systems who receive five hours or more of instruction throughout the eight years of elementary school.

In order that the school officials and the Board of Education in Washington might be fully informed as to the situation in other cities the superintendent asked the United States Bureau of Education to collect information on this subject. The bureau gladly did so and published the results of that study in City School Leaflet No. 6, February, 1923. This study shows that Washington is one of the few cities that fails to provide a full day of instruction for primary children. Accordingly the superintendent submitted the following statement and orders to the Board of Education on February 21, 1923:

To the end that the resources of the public-school system may be utilized more fully for the instruction of pupils in the primary grades, and in order

that the school system of Washington may approximate more nearly the best practice of the country, it is hereby recommended that the following order be issued:

Ordered, That in so far as classrooms are available the supervising principals are authorized, beginning September 1, 1923, to organize classes in Grades I and II on the basis of a five-hour day.

Ordered further, That any rules of the Board of Education in conflict with the above order are hereby suspended.

Many first and second grade classes were securing a full day of instruction during the past year, and it is expected that the number will be increased as possible accommodations become available.

14. SURVEY OF DEAFNESS OF PUPILS.

On February 21, 1923, the superintendent issued a circular to the supervising principals, requesting them to ascertain the number of deaf and hard of hearing children in their respective divisions. The results were compiled by Mr. Patterson and Doctor Montgomery, who submitted the following report on the investigation:

In response to your circulars that were sent out about deaf and hard of hearing children whose hearing was either seriously impaired or slightly impaired, reports were received from all supervising principals. Previous to the examination of the children a letter of directions was transmitted to all teachers. The instructions were simple ones obtained from the Volta Bureau.

Permit me to say that the results were simply astonishing, inasmuch as so few cases of deafness had been previously reported. The returns indicate that there are in all 191 cases of genuine deafness in the schools, 159 white and 32 colored; that there are also 1,221 instances in which the hearing of children is slightly impaired either temporarily or permanently. It may be taken for granted, I think, that at least one-half of these latter cases are temporary, due to colds and children's diseases. As far as the really deaf children are concerned, I recommend that teachers be instructed to give their names to the medical examiner for investigation and recommendation respecting treatment and care; that if any children should prove to be stone deaf so that schooling at Kendall Green or Overlea should seem desirable their names should be submitted to you. The number of this type is doubtless very limited. I believe that many of the children whose hearing is temporarily and slightly impaired would make rapid advance in reading and other subjects if they could be taught to read the lips of their teachers and classmates. They now lose what the normal child has, the benefit of oral instruction and recitations.

Steps have been taken to examine more carefully every pupil so reported. Following this examination, steps will be taken to adapt school instruction to such pupils.

15. STANDARDIZATION OF NIGHT SCHOOLS.

For three years the night-school officials have been giving systematic attention to the standardization of night-school work. Heretofore night schools have been organized to meet the full enrollment at the beginning of the year. This practice resulted in making it

necessary annually to apply for deficiency appropriations to continue the night schools.

The present administration abandoned the policy of expecting deficiency appropriations. The officers in charge of night schools were advised to organize the schools at the beginning of the year and to continue them through the year within the appropriations made by Congress. This resulted in the closing of certain high and elementary schools, but it also avoided the confusion attendant upon the question whether deficiency appropriations were to be made.

As a result the school year for the night schools has been standardized. The schools open the first Monday in October and continue through May of each school year.

This standardization of the length of the night-school term has made it possible to introduce other important educational provisions. A course of study for the night schools has been developed and put into use. In addition provision has been made for proper articulation of evening-school work with day-school work. On the basis of a report of officers of the school system appointed for this purpose, the following provisions have been put into operation:

1. The day high-school pupil shall be allowed to accumulate during his regular course in the day high school a maximum of eight semester credits in summer school and evening school and be awarded a high-school diploma.

2. Not more than two semester credits obtained in summer and evening high schools may be credited toward the work of the senior year.

Placing the evening-school work on a more systematic basis has been one of the outstanding accomplishments during the past three years. Much credit is due the school officials in charge of evening schools for this accomplishment.

16. PARENT-TEACHER ASSOCIATIONS.

The superintendent's appreciation of the value in a school system of organizations of parents and teachers is contained in the following introduction which the superintendent prepared at the request of the District of Columbia branch of the National Congress of Mothers' and Parent-Teacher Associations in April, 1923, as follows:

The success of a school or of a school system depends not only on what goes on in the classroom but also on the proper support of patrons and citizens. If the children who attend school are encouraged in their work by their parents, the efforts of the teachers are more fruitful. If on the other hand the parent finds fault with and criticizes the school, the teacher, and the principal in the presence of the children; the attitude of the children toward the work of the school will not be productive of the best efforts.

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The importance of a common understanding among the parents, citizens, teachers, and school officials concerning the work of the schools is obvious. The parent-teacher associations and the home and school associations have been established for the purpose of promoting such an understanding. These associations in Washington are rendering valuable assistance in furthering educational plans of the school authorities, and in bringing about a better understanding between the school and the home, which institutions are jointly interested in a common problem.

The superintendent takes pleasure in expressing his appreciation of the highly commendable service which these associations in Washington have rendered.

The following is a complete list of the parent-teacher associations and home and school associations as furnished us by the secretary:

List of parent-teacher or home and school associations in the public schools.

DIVISIONS I TO IX.

Organization.	President.
Abbot Parent-Teacher Association.....	Mrs. J. Mitchell, 506 M Street NW.
Adams Mothers' Club.....	Mrs. A. A. Fries, 1748 Corcoran Street NW.
Blair-Hayes Parent-Teacher Association.....	Mrs. William Levy, 510 H Street NE.
Blake Parent-Teacher Association.....	Mrs. Clarence Chaney, 63 H Street NW.
Bradley Parent-Teacher Association.....	Mrs. J. G. Hungerford, 205 Fourteenth Street SW.
Brent Home and School Association.....	Mrs. W. B. Yowell, 429 New Jersey Avenue SE.
Brightwood Parent-Teacher Association.....	Dr. William Bomer Bell, 803 Rittenhouse Street NW.
Brightwood Park Parent-Teacher Association.....	Mrs. Henry S. Parsons, 817 Jefferson Street NW.
Brookland Parent-Teacher Association.....	Mrs. R. J. Cox, 1347 Newton Street NE.
Bryan Parent-Teacher Association.....	Mrs. George Linkins, 1302 Massachusetts Avenue SE.
Buchanan Parent-Teacher Association.....	Mrs. Mabel D. Gates, 346 Twelfth Street SE.
Carbery Parent-Teacher Association.....	Mrs. A. K. Wine, 116 Third Street NE.
Chevy Chase Parent-Teacher Association.....	Mr. Henry E. Bittinger, 3910 Livingston Street NW.
Chevy Chase Mothers' Club.....	Mrs. George J. Jamieson, 1071 Bradley Lane, Chevy Chase, Md.
Columbia Junior High School Parent-Teacher Association.....	Mrs. E. L. Glenn, 1725 T Street NW.
Congress Heights Mothers' Club.....	Mrs. R. S. Walters, Ninth Street and Savannah Avenue SE.
Cooke Parent-Teacher Association.....	Mrs. E. A. Hickman, 1878 Ontario Place NW.
Eastern High School Parent-Teacher Association.....	Mr. Arthur Robb, 1131 Seventh Street NE.
Eaton Mothers' Club.....	Mrs. Daniel Herrick, 3512 Macomb Street NW.
Emery-Eckington Mothers' Club.....	Mrs. R. L. Jorolemon, 212 Ascott Place NE.
Edmonds Mothers' Club.....	Mr. J. H. Fritz, 910 B Street NE.
Fairbrother Mothers' Club.....	Mrs. G. S. Fraser, 1000 B Street SW.
Franklin-Thomson Home and School Association.....	Mr. G. H. Aschenbach, 1007 L Street NW.
Force Parent-Teacher Association.....	Mrs. A. N. Baggs, 2324 Ashmead Place NW.
Gage Parent-Teacher Association.....	Mrs. Henry Gilligan, 2304 First Street NW.
Greenleaf Parent-Teacher Association.....	Mrs. J. M. Zimmerman, N Street between Four-and-a-half and Sixth Streets SW.
Henry-Polk Home and School Association.....	Mrs. G. T. Shannon, 1528 Ninth Street NW.
Hubbard Home and School Association.....	Dr. J. Flynn, 1222 Kenyon Street NW.
Jackson Parent-Teacher Association.....	Mrs. L. D. Smoot, 1608 Thirty-first Street NW.
Jefferson Parent-Teacher Association.....	Mrs. Louise Freeman, 709 H Street SW.
Burroughs Parent-Teacher Association.....	Mrs. Anna S. Castell, 2013 Kearney Street NE.
Johnson-Powell Parent-Teacher Association.....	Mrs. Joseph Sanders, 1460 Columbia Road NW.
Kenilworth Parent-Teacher Association.....	Mrs. George A. Lingebach, 1413 Forty-fourth Street NE.
Kingsman Parent-Teacher Association.....	Mrs. A. W. Boswell, 928 Maryland Avenue NE.
Langdon-Burroughs Parent-Teacher Association.....	Mrs. James W. Byler, 3004 Twenty-fifth Street NE.
Ludlow-Taylor Parent-Teacher Association.....	Mrs. F. S. Bartlett, 521 Seventh Street NE.
Maury Parent-Teacher Association.....	Mrs. Shenkle, 220 Thirteenth Street NE.
Monroe Home and School Association.....	Mrs. J. R. L. Beene, 407 Hobart Street NW.
Morgan Parent-Teacher Association.....	Mrs. R. L. Bailey, 2001 Sixteenth Street NW.
Park View Mothers' Club.....	Mrs. A. J. Baker, 219 Rock Creek Church Road.
Peabody Mothers' Club.....	Mrs. M. Holt, 115 Fifth Street NE.
Peabody Parent-Teacher Association.....	Mr. R. T. Hart, 4022 Fifth Street NW.
Randle Highlands Mothers' Club.....	Mrs. G. V. Blackney, 1606 Twenty-fifth Street SE.
Reservoir Parent-Teacher Association.....	Mrs. Kirk Logan, 1845 Forty-seventh Place NW.
Smallwood-Bowen Parent-Teacher Association.....	Mrs. J. H. Newton, 1542 First Street SW.
Wallach-Towers Mothers' Club.....	Mrs. H. Wilson, 12 Seventh Street SE.
Weightman Parent-Teacher Association.....	Mrs. Wisewell, 1901 G Street NW.
Webster Parent-Teacher Association.....	Mrs. Weiss, 813 Sixth Street NW.
West Parent-Teacher Association.....	Mr. Louis G. Juhlhn, 1437 Madison Street NW.
Western High Home and School Association.....	Mr. Duncan Bradley, Woodward Building.

List of parent-teacher or home and school associations in the public schools—Con.

DIVISIONS X TO XIII.

Organization.	President.
Ambush School.....	Mrs. Lucy Hutehins, 346½ Van Street SW.
Banneker School.....	Mrs. Effie Coleman, 232 1½ Street NW.
Bell School.....	Mr. Clarence Tignor, 415 Third Street SW.
Birney School.....	Mr. H. R. Queenan, 2928 Pomeroy Road SE.
Anthony Bowen School.....	Mr. Leon Thompson, 413 Eighth Street SW.
Briggs School.....	Mrs. M. J. Richardson, 2310 F Street NW.
Bruce School.....	Mrs. E. J. Morton, 1023 Irving Street NW.
Bunker Hill Read School.....	Mrs. Mary Diggs, 1351 Otis Street NE.
Burrville School.....	Mr. X. F. Ramsaur, 504 Kastle Place NE.
J. F. Cook School.....	Mrs. Victoria Belt, 409 O Street NW.
Crummell School.....	Mr. Enoch Gray, 121 Kendall Street NE.
Deanwood School.....	Mr. T. J. Wilson, 4622 Jay Street NE.
Douglass Simmons School.....	Mr. Lucius H. Peterson, 1039 Third Street NW.
Garfield School.....	Mrs. M. J. Lloyd, Garfield, D. C.
Garnet-Patterson School.....	Mr. John A. Davis, 933 S Street NW.
Giddings School.....	Mrs. S. Adelle, 1012 Six and-a-half Street SE.
Jones School.....	Dr. A. A. Russell, 602 K Street NW.
Lincoln School.....	Mr. Henry Young, 38 Ivy Street SE.
Logan School.....	Mr. John F. Quander, 1222 Wylie Street NE.
Lovejoy School.....	Mr. T. W. Short, 1107 B Street SE.
Military Road School.....	Mr. Emmett Burrell, Takoma Park, D. C.
Montgomery School.....	Mrs. B. S. Pride, corner Twenty-eighth and P Streets NW.
Mott School.....	Rev. D. E. Wiseman, 330 W Street NW.
Payne School.....	Rev. R. A. Moore, 210 Tenth Street SE.
Phillips School.....	Dr. Charles H. Marshall, 2710 P Street NW.
Randall-Cardozo School.....	Mr. J. E. White, 126 Second Street SW.
Reno School.....	Mrs. Martha Brooks, 3827 Davenport Street NW.
Shaw Junior High School.....	Mr. M. P. Glascoe, 1801 Eighth Street NW.
Slater-Langston School.....	Mrs. J. W. Hamilton, 320 U Street NW.
Smothers School.....	Mrs. Elizabeth Scott, Benning Road NE.
Stevens School.....	Mrs. N. E. Smith, 1013 Twenty-first Street NW.
Summer-Magruder School.....	Mrs. C. W. Childs, 1911 L Street NW.
Syphax School.....	Mrs. L. Reed, 122 N Street SE.
Wilson School.....	Mrs. Archibald Runner, 2551 Fifteenth Street NW.
Wormley School.....	Mrs. Cecelia Hall, 832 Ninth Street NW.

17. NEW RULES GOVERNING HIGH-SCHOOL ATHLETICS.

To the end that athletics in the high schools of the District of Columbia may be kept on a high plane, that misunderstandings may be avoided on the part of all concerned, and that athletics in the high schools may be kept in their proper place in relation to the work of the high schools, the rules governing high-school athletics were carefully considered during the past school year. The question of abolishing interhigh-school athletics for a period of two years was recommended by the high-school principals and seriously considered by the superintendent. However, the policy of proper control rather than abolition seemed to be better. Hence the following rules were agreed upon and put into operation:

RULES RELATIVE TO HIGH-SCHOOL ATHLETICS.

NECESSARY QUALIFICATIONS.

I. To be eligible to engage in any athletic contest as a representative of any Washington high school the participant must:

1. Have been enrolled in that school within the first 20 school days of either semester.
2. Have received one advisory or semester report in that school.
3. Have received a passing grade in subjects aggregating four semester credits for the preceding advisory period.

DISQUALIFICATIONS.

II. Any one of the following acts disqualifies a high-school pupil from engaging in any athletic contest as a representative of a Washington high school:

1. Reaching his twenty-first birthday.
2. Graduation from any four-year high school.
3. Participation in athletic contests for eight semesters.
4. Receiving compensation for athletic services or accepting a cash prize in any athletic contest.
5. Participating in any athletic contest under an assumed name.
6. Receiving a nonpassing grade of *P* or *D* or "No mark," which disqualification shall continue in effect for a full advisory period.
7. Representing any other institution or club in the same sport during that school year.

INTERHIGH-SCHOOL CONTESTS.

III. Interhigh-school contests shall be governed by the following rules:

1. No ties in football shall be played off.
2. All football games shall consist of 10-minute quarters.
3. A postponed game shall be played at the first convenient date, to be agreed on by the principals concerned.
4. The certification of eligibility of participants by a high-school principal shall be final unless protest is made in writing by another high-school principal to the board of high-school principals.
5. Any question of the eligibility of a prospective participant raised by a high-school principal shall be considered by the board of high-school principals and action taken before said player is eligible to participate in any athletic contest.

IV. Administration of rules.

1. The principals of the respective divisions of the school system shall be responsible for the administration of these rules and such other regulations as may be necessary to carry out these rules.
2. These rules shall be waived only with the written consent of the superintendent of schools.

In addition to the above regulations the superintendent appointed a committee of disinterested school officials to act as a board of arbitration on all questions growing out of the operation of these rules or any differences arising which are not covered by the above regulations. This committee consists of:

Mr. S. E. Kramer, assistant superintendent.
 Mr. G. C. Wilkinson, assistant superintendent.
 Mr. E. N. C. Barnes, director of music.
 Mr. E. A. Clark, principal of Miner Normal School.
 Mr. Harry O. Hine, secretary Board of Education.

18. RULES COVERING THE APPOINTMENT OF HIGH-SCHOOL CLERKS.

On recommendation of the superintendent of schools, the following rules regarding appointment of clerks in normal schools and in junior and senior high schools were approved by the Board of Education on June 11, 1923:

1. One clerk may be appointed when a normal school, junior or senior high school is organized.

2. An additional clerk may be appointed when the pupil enrollment of a normal school, junior or senior high school has reached 1,200 pupils.

3. A third clerk may be appointed when the pupil enrollment of a normal school, junior or senior high school has reached 2,000.

19. DEVELOPMENT OF EDUCATIONAL MEASUREMENT.

During the last 10 or 15 years no subject has received greater consideration on the part of the teaching profession than that of educational measurement. Departments of educational research have been established in a number of cities. Numerous scientific tests have been developed, some for the measurement of general intelligence of pupils and others for the more accurate measurement of scholastic progress of pupils in school.

Scientific testing of educational results is not new in Washington. Dr. Robert M. Yerkes, of the National Research Council, carried on this work in a considerable number of schools some years ago. Dr. L. J. O'Rourke, who is connected with the United States Civil Service Commission, carried on similar work at the Columbia Junior High School and in other schools during the school year 1922-23.

During the past two years Supervising Principals Haycock and Bruce have been assigned the subject of educational measurement in addition to their duties as supervising principals. They have organized and conducted a large number of these tests in the schools of Washington. The results of this testing work have been placed in the hands of school officials and systematic steps have been taken to improve any unsatisfactory conditions which the results of these tests have revealed. Much credit is due Messrs. Haycock and Bruce for the splendid manner in which this work has been carried on, and the school officials are appreciative of the large amount of work which these gentlemen have undertaken by assuming this assignment.

The success of the educational measurement in a city-school system is largely contingent upon the amount of time that the persons in charge can devote to such work. The work requires undivided attention of some one properly qualified to carry on the testing and to interpret the results.

When Supervising Principal Bernard T. Janney died in 1914 it was thought best not to fill his position. While the salary for this position has been annually appropriated since that time, no appointment has been made. There has been a growing feeling on the part of those acquainted with educational measurement that that work should be extended in Washington.

Through the efforts of some of the school officials, and especially of some of the women's organizations of Washington, a sufficient

amount of money was raised to supplement the salary of the supervising principal to make it possible to secure the services of a person trained in educational psychology and educational measurement to direct this work. Miss Jessie La Salle, of Teachers' College, Columbia University, was appointed supervising principal July 1, 1923, and assigned to direct the work of educational measurement in Washington.

Miss La Salle was graduated in 1904 from the three-year course in the Chicago Kindergarten and Elementary College. She took a B. S. degree in Teachers' College in 1918 and an A. M. degree in 1920, and has practically completed her work for a degree of doctor of philosophy. In the Washington public schools Miss La Salle will be assigned to educational measurement and research, which will involve the giving of intelligence tests and standard educational tests. Practically one-third of Miss La Salle's work at Teachers' College has been in statistical methods, tests, and measurements. She has taken courses with Professors Thorndike, McCall, Trabue, and Hollingworth.

Miss La Salle brings with her work a broad scholarship in the field of psychology. Not only in her normal school course, but in her course in Teachers' College she has continued her study of psychology, where taking courses with Professors Thorndike, Hollingworth, Whitley, and Woodworth.

In the field of philosophy and principles of education Miss La Salle has taken courses with Professors Kilpatrick, Bosner, Rugg, McMurray, and Patty Hill. In addition to the foregoing scholastic and professional training Miss La Salle has had experience as classroom teacher and supervisor. She was a kindergartner in Chicago and for eight years was director of kindergartens in Cleveland. She was a demonstration teacher in the Cleveland School of Education for one year and has been for five summer sessions instructor in psychology and education in the Cleveland School of Education. At Teachers' College she was assistant to Dr. Leta Stetter Hollingworth, professor of psychology, for one year. She has been on the staff of two departments, giving extension courses for Teachers' College for two years. She leaves a position of director of educational research and school psychologist at the Scarborough School, a position which she has held for three years. Miss La Salle has conducted courses in educational psychology and tests and measurements with Washington teachers for the past three years and is held in high esteem by the large number of teachers who have taken her courses.

II. EXTENSION OF JUNIOR HIGH SCHOOLS.

In 1919 two junior high schools were organized in Washington, the Columbia Junior High School for white pupils and the Shaw Junior High School for colored pupils. These schools increased greatly in size and prestige during the four subsequent years. The Board of Education has adopted the policy of extending the junior high-school system. Two new buildings, the Macfarland and the Langley, were in the process of erection in 1922-23; one elementary-school building, the Randall, is to be converted for junior high-school purposes in September, 1923. The old Eastern High School building will likewise be used for junior high-school purposes in September, 1923. Other new buildings and other conversions are contemplated.

The opening of four additional junior high schools at the beginning of the school year 1923-24 required systematic preparation for them on the part of school officials. Teachers must become eligible and be qualified. Courses of study must be prepared. The organization of the school system on the 6-3-3 plan in the vicinity of these proposed junior high schools became a necessity. Preparation for the opening of these four junior high schools has been going on for more than a year.

TEACHERS FOR JUNIOR HIGH SCHOOLS.

Undoubtedly the most important asset of any school is its corps of teachers. This is doubly true of the junior high school, since it is a departure in many respects from the traditional elementary school on the one hand or the senior high school on the other. If the junior high-school teacher is to succeed, she must have a clear idea of the educational objectives of the junior high school. This requires professional reading and systematic instruction. Moreover, elementary-school teachers who become junior high-school teachers must be qualified to teach subject matter more advanced than the elementary school offers.

The original appointment of teachers to positions in the high schools of Washington is from a rated list of eligible candidates made up from the results of a competitive examination held by the board of examiners under recognized civil-service procedure. Similar procedure is followed in the case of elementary school teachers who are not graduates of the Washington normal schools. It is

logical and natural, therefore, to follow a similar procedure in qualifying teachers for the junior high schools.

The present salary schedule for the elementary school teachers divides teachers into five classes and makes provision for their advancement in salary as they are promoted in the school service from the earlier to the later grades of the elementary school. This program has resulted in promoting teachers to the seventh and eighth grades of our elementary schools who have been most successful in teaching in the earlier grades. Many of these teachers are well qualified to teach seventh and eighth grade work in the junior high school. Not all of them are necessarily qualified to teach first year high-school work in the junior high school. Some of these seventh and eighth grade teachers have taken systematic instruction in extension courses or summer courses covering the aims, methods, and organization of the junior high school.

It became incumbent upon the school officials to determine upon a plan of procedure for qualifying junior high-school teachers that would be reasonably sure to guarantee that those who qualify for such positions would have a thoroughgoing knowledge of the subject matter which they would teach in grades 7, 8, and 9 of the junior high schools, and that they should have a proper professional understanding of the aims, methods, and organization of the junior high school. In working out a program for qualifying teachers already in the service, it was the desire of the school officials to ask teachers to do no more than was necessary to demonstrate that they possessed the above-mentioned qualifications.

PLAN FOR QUALIFYING TEACHERS.

Accordingly, a program of examinations was worked out for qualifying junior high-school teachers which substituted credentials from courses pursued for the usual written papers in a competitive examination.

Each teacher in the junior high school is expected to teach at least two subjects in order that pupils may not have too many different teachers, particularly in the early years of the junior high school. In lieu of the usual written examinations the boards of examiners agreed to accept the mark earned in any approved course of instruction in subject matter. In lieu of the usual written examination on the professional side the boards of examiners agreed to accept a certificate covering an approved course in junior high-school methods and organization. The marks earned in the above-mentioned courses took the place of the marks usually earned in the written examination.

As a result of the system of advancing from the lower to the upper grades the more proficient teachers, some of our most efficient teachers, are to be found in grades 7 and 8. Their high professional standing justified the school officers in giving them preferential consideration in the program of appointing teachers to the junior high school. Accordingly the modified examinations which were held during the school year 1922-23 were limited to teachers already in the Washington schools. No examinations have been held during the past school year for applicants outside of the Washington school system who desire to teach in the junior high schools. The four junior high schools to be opened in September, 1923, will be supplied with teachers exclusively from within the Washington school service in so far as there are qualified teachers available to teach the different subjects of study.

The corps of teachers in a junior high school will be made up in part of elementary school teachers who have qualified for appointment in accordance with the above program, and in part by teachers who possess qualifications of high-school teachers and who qualified by passing examinations similar to those required of high-school teachers. The teachers who qualified under the elementary school program will receive the salaries of elementary school teachers and those who meet the requirements of high-school teachers will receive high-school salaries.

COURSES OFFERED IN SUMMER OF 1922.

The school officials not only modified the usual procedure in the examination, but they also organized, at the request of the teachers, courses for teachers to take as a means of qualifying for appointment.

During the summer of 1922 three courses were organized and conducted for a period of six weeks, as follows:

Course.	Instructor.	Number registered.	
		Central High.	Miner Normal.
English.....	Mr. M. J. Lacey.....	29	21
Geography.....	Miss Alice Munn.....	28	17
Mathematics.....	Miss Vera Sanford.....	33	16

These instructors were paid out of fees contributed by the teachers pursuing the courses. Arrangements were made with George Washington University and with Howard University whereby teachers pursuing these courses successfully might secure university credit by

registering in these respective institutions and paying a small additional fee.

In the above courses the instructors reviewed the subject matter of the course of instruction of the junior high schools. Emphasis was placed on subject matter; methods of instruction were subordinated thereto. Teachers who pursued these courses speak in the highest terms of the value of the instruction offered.

EXTENSION COURSES, 1922-23.

Teachers who took two subject matter courses during the summer of 1922 needed a professional course on the junior high school in order to complete their preparation for appointment. Teachers requested the superintendent to undertake to organize such a course.

Accordingly, Prof. Thomas H. Briggs of Teachers College, Columbia University, came to Washington each Saturday morning during the first half of the school year 1922-23 and gave two 2-hour courses for a period of 15 weeks beginning October 7. One hundred and twenty white teachers registered for the course provided for them and 114 colored teachers registered for the course offered in the Shaw Junior High School. A teacher who successfully completed this course received two credits at Columbia University and the grade earned was accepted by the board of examiners in lieu of a written examination on this subject.

COURSES IN GEORGE WASHINGTON UNIVERSITY.

In addition to the professional courses offered by Professor Briggs on the junior high school, George Washington University organized and conducted subject-matter courses for junior high school teachers in general science and history during the school year 1922-23.

EXAMINATIONS HELD.

The boards of examiners held an examination on February 18, 1923, covering academic subjects taught in grades 7, 8, and 9. No written papers were set, but instead the examination was limited to Washington teachers who could present credentials from courses pursued. Teachers who had successfully pursued the courses offered during the summer of 1922, and in addition had completed Doctor Briggs's professional course or an approved professional course offered elsewhere, were able to qualify for appointment in the examination of February 18. A sufficient number of candidates qualified to make it possible to terminate certain temporary appointments in the Columbia Junior High School and to appoint regularly qualified teachers.

A second examination for the white schools was held on June 3, 1923, for the same purpose. This provided an additional opportunity for teachers to qualify under this modified program.

The names of successful candidates in the examinations of February 18 and June 2 were merged in one list and appointments were made in order from the merged list. The boards of examiners contemplate announcing another examination to be held preceding the opening of schools in September to provide further opportunity for Washington teachers to submit credentials earned during the summer as a means of qualifying for appointment in September. The names of persons qualified in this proposed examination in September will be merged with the names of persons who have heretofore qualified. Appointments thereafter will be made in order from the merged list.

The result of this program for qualifying junior high-school teachers now employed as elementary-school teachers has been most gratifying. Teachers have shown a fine professional attitude by undertaking to make suitable preparation for their new work. As far as the superintendent knows, every teacher who desires to qualify for junior high-school work has made suitable preparation for so doing or is engaged in such preparation.

Some seventh and eighth grade teachers prefer to continue in elementary schools rather than to undertake teaching in the junior high school. The wishes of such teachers are being observed. If such teachers are located in schools from which the seventh and eighth grade pupils are transferred to junior high schools, they are not expected to experience any more serious change in their assignment than is involved in their transfer to the same grade of work in another elementary school. Even though several junior high schools may be opened each year during the next several years, many elementary schools will still retain their seventh and eighth grade classes. Seventh and eighth grade teachers not desiring junior high-school appointment will be transferred to such schools.

COURSES OF STUDY.

Appropriate courses of study in the junior high school are undoubtedly second in importance only to the corps of teachers. Indeed, one of the primary purposes in the establishment of junior high schools has been to provide an opportunity for a thoroughgoing alteration, revision, elimination, and extension of the courses of study usually found in grades 7 and 8 of the elementary school as well as those in the first year of the high school.

The courses of study for the junior high school system now being organized in the Washington schools have originated with the teachers who are to use them. During the school year committees

on courses of study were formed for the different subjects of study to be taught in the junior high schools. Each committee was made up of the teachers already in the junior high school and those within the school system who had qualified for appointment to those schools. In addition to teachers there were assigned to the committees the heads of the departments in the high schools, who supervise the subject in the junior high school. The course of study which had been in use in the two junior high schools already established was placed in the hands of each committee. The attention of the committees was also directed toward courses of study in other cities and such books as Charters' Curriculum-Making. Each committee was given full authority to map out a course of study consistent with the purpose of teaching the subject and with the general organization of the junior high school.

When each committee had completed its work, the course of study was referred to a general committee made up of administrative officers, as follows:

Junior high schools:

Alice Deal, Columbia.
Harold E. Warner, Hine.
Henry W. Draper, Langley.
Howard P. Safford, Macfarland.
Mineola Kirkland, Shaw.
G. Smith Wormley, Randall.

Elementary schools:

S. M. Ely, supervising principal, fifth division.
J. C. Bruce, supervising principal, thirteenth division.

High schools:

Frank C. Daniel, principal, McKinley.
Walter L. Smith, principal, Dunbar.

Superintendent's office:

Stephen E. Kramer, assistant superintendent.
Garnet C. Wilkinson, assistant superintendent.
Frank W. Ballou, superintendent.

This committee of administrative officers reviewed the work of each committee and recommended the course of study to the superintendent for final approval.

Such utilization of the knowledge, ability, and experience of teachers has the advantage of building up a practical course of study based on classroom experience, of securing the sympathetic understanding by the teachers of the course when adopted, and of affording helpful stimulus and proper encouragement to the teaching staff which must follow from such professional recognition.

III. THE CONTINUED SHORTAGE OF SCHOOLHOUSE ACCOMMODATIONS.

The shortage of schoolhouse accommodations continues to exist in both elementary and high schools. While commendable increases in appropriations have been made in recent years, nevertheless the increased enrollments have not been wholly met and the accumulated arrearages have not been made up.

The needs of the school system have become urgent. During the past three years the school officials have assembled the facts about the congestion which exists, and about the relief which should be provided. The citizens, for whose children the schools exist, have united in the support of a program of improvement. The District Commissioners, the Bureau of the Budget, the appropriations committees of Congress, and the Congress itself have severally and collectively played their important part in increasing the appropriations for schoolhouse accommodations. The sincere thanks of the patrons of the schools are extended to these governmental agencies for providing this much-needed relief. As far as the superintendent has been able to examine the school records, appropriations for school buildings and grounds have been greater during the past three years than during any previous three years in the history of the Washington schools.

RELIEF PROVIDED SINCE 1920.

Since July 1, 1920, appropriations for school buildings and grounds have amounted to \$5,860,000. These appropriations were made as follows: In the second deficiency bill, 1921, \$1,544,000; in appropriations bills as follows: In 1922, \$980,000; in 1923, \$2,036,000; and in 1924, \$1,300,000. While this is a little short of the \$2,000,000 per year which the superintendent indicated necessary to meet the housing problem in the elementary schools alone, nevertheless the buildings erected and being constructed from these appropriations will provide much needed school facilities. For these facilities the patrons of the schools are rejoicing.

As to purposes, these appropriations are distributed as follows: For school sites, \$789,500; for additions to buildings, \$2,015,000; for new buildings, \$2,230,000; for replacement of buildings, \$545,000; for repairs to one building, \$17,000; for school playgrounds, \$78,500; and for land for a high school stadium, \$185,000.

When entirely expended these appropriations will provide 208 classrooms for elementary-school pupils and additional accommodations for about 3,000 high-school pupils. Of these classrooms for elementary schools, 44 are replacements leaving a net increase in the accommodations for elementary-school pupils of 164 classrooms.

Of these 208 classrooms for elementary-school pupils, 108 have been completed and occupied as follows: Four rooms in 1920-21; 44 in 1921-22; and 60 in 1922-23. The remaining 100 classrooms are in buildings in various stages of construction.

The new Eastern High School, with a capacity of 1,500 pupils, was opened March 1, 1923. Additions to Armstrong Manual Training School and to Western High School are provided for. Some relief for high schools will also be provide through the opening of four junior high schools, namely, Macfarland, Langley, Randall, and the Hine, in the old Eastern Building.

A considerable amount of these appropriations is for the beginning of a development, and no relief will be provided until additional appropriations are made. These items amount to \$540,000, and are distributed as follows:

1. Woodley Park (site)-----	\$40, 000
2. Junior High, Rock Creek (new school)-----	50, 000
3. Garnet-Patterson (land for addition)-----	50, 000
4. McKinley (new site)-----	215, 000
5. Dunbar (land for stadium)-----	185, 000
	<hr/> 540, 000

Moreover, appropriations carried in 1924 are accompanied by legislative authority to the commissioners to obligate \$875,000 additional to be carried presumably in the Budget for 1925, as follows:

School.	Amount obligated.
Thomson-----	\$75, 000
John F. Cook-----	150, 000
Armstrong Manual Training School-----	200, 000
Western High School-----	450, 000

The following tabulation shows in detail, by elementary-school divisions, the schools for which appropriations have been made; the number of rooms, the object of the appropriation, and the legislative act where carried.

Elementary schools.

School.	No. of rooms.	Object of appropriation.	Second deficiency bill, 1921.	Annual appropriation, 1922.	Annual appropriation, 1923.	Annual appropriation, 1924.
<i>First division.</i>						
John Eaton.....	8	{ Addition.....	\$140,000	.....	.....	.....
		{ Land.....	12,000	.....	.....	.....
Tenley.....	8	{ Addition.....	.....	.....	.....	\$160,000
		{ Land.....	.....	.....	.....	25,000
Woodley Park.....		New site.....	40,000	.....	.....	.....
Adams.....		Playground.....	20,000	.....	.....	.....
<i>Third division.¹</i>						
Macfarland Junior High..	² 12	New building.....	100,000	.....	\$200,000	.....
Bancroft.....	8	{ New building.....	.....	.....	140,000	.....
		{ Land.....	40,000	.....	.....	.....
Monroe.....	4	Addition.....	75,000	.....	.....	.....
H. D. Cooke.....	4	do.....	.....	\$90,000	.....	.....
Petworth.....	8	do.....	.....	61,000	.....	.....
Takoma.....	8	do.....	.....	80,000	.....	.....
West.....	8	do.....	.....	90,000	.....	.....
Raymond.....	8	{ New Building.....	.....	.....	.....	130,000
		{ Land.....	.....	.....	.....	60,000
<i>Fourth division.⁴</i>						
Thomson.....	6	Addition (to replace Webster).	.....	.....	.....	60,000
<i>Fifth division.</i>						
Langley Junior High.....	⁵ 12	{ New building.....	100,000	.....	200,000	.....
		{ Land.....	50,000	.....	.....	.....
Burroughs.....	8	New building.....	.....	⁶ 80,000	.....	.....
Emery.....		Playground.....	8,000	.....	.....	.....
<i>Sixth division.</i>						
Wheatley.....	12	Addition.....	.....	54,000	100,000	.....
Hayes.....		Playground.....	5,000	.....	.....	.....
Webb.....		do.....	1,500	.....	.....	.....
<i>Seventh division.</i>						
Kingsman.....	8	{ New building.....	140,000	.....	.....	.....
		{ Land.....	30,000	.....	.....	.....
Peabody.....		Playground.....	20,000	.....	.....	.....
<i>Eighth division.</i>						
None.....		.....	.....	.....	.....	.....
<i>Ninth division.</i>						
Buchanan.....	8	{ Addition.....	140,000	.....	.....	.....
		{ Land.....	30,000	.....	.....	.....
<i>Tenth division.</i>						
Garrison.....	8	{ Addition.....	.....	.....	140,000	.....
		{ Land.....	.....	.....	6,000	.....
Chain Bridge Road.....	2	Replacement.....	.....	.....	25,000	.....
Junior High near Rock Creek.		Site for new building.....	.....	.....	.....	50,000
Phillips.....		Playground.....	9,000	.....	.....	.....
<i>Eleventh division.</i>						
Mott.....	8	{ Addition.....	140,000	.....	.....	.....
		{ Land.....	.....	30,000	.....	.....
Deanwood.....	8	Addition.....	.....	⁵ 100,000	.....	.....
Burville.....	8	do.....	.....	⁶ 120,000	.....	.....
Smothers.....	4	{ Replacement.....	70,000	.....	.....	.....
		{ Land.....	5,000	.....	.....	.....
Garnet-Patterson.....		do.....	.....	.....	.....	50,000
John F. Cook.....	16	{ Replacement.....	.....	.....	.....	100,000
		{ Land.....	.....	.....	.....	50,000

¹There is no "Second Division."²Elementary classrooms.³The junior high school also enrolls first year high school pupils; capacity of building is therefore divided between elementary schools and high schools.⁴The Fourth Division consists only of the Franklin and Thomson Schools.⁵Balance of a previously authorized appropriation.⁶Balance of a previously authorized appropriation.

Elementary schools—Continued.

School.	No. of rooms.	Object of appropriation.	Second deficiency bill, 1921.	Annual appropriation, 1922.	Annual appropriation, 1923.	Annual appropriation, 1924.
<i>Twelfth division.</i>						
None.....						
<i>Thirteenth division.</i>						
Lovejoy.....	8	Addition.....			125,000	
		(Land.....	\$6,500			
Bell.....	8	(Replacement.....	140,000			
		(Land.....	20,000			
<i>Special schools for tubercular pupils.</i>						
Hamilton.....	8	Replacement.....	150,000			
Harrison.....		(Repairs.....	17,000			
		(Playground.....	15,000			
<i>High schools.</i>						
	<i>Capacity.</i>					
Eastern.....	1,500	New building.....		\$240,000	\$900,000	
McKinley.....		Land for new building.....				\$215,000
Western.....	500	Addition (plans).....				100,000
Armstrong.....	850	(Land.....	20,000		50,000	
		(Addition.....			100,000	200,000
Dunbar.....		Land for stadium.....		35,000	50,000	100,000
Total.....			1,544,000	980,000	2,036,000	1,300,000

SCHOOL BUILDINGS COMPLETED AND OCCUPIED, 1920-1923.

The following is a complete list of the school buildings completed and occupied between July 1, 1920, and June 30, 1923. This list and the accompanying summary by years shows that a net total of 100 elementary-school classrooms have been opened in this three-year period, and an additional eight-room building for replacement. During 1920-21 only 4 new rooms became available; in 1921-22, 44 additional rooms were ready; and in 1922-23, 52 additional new rooms were available.

In addition, the new Eastern High School, with a capacity of 1,500 pupils, was opened on March 1. This provides a new up-to-date home for a school which had been greatly handicapped for many years.

Elementary schools.

School.	Number of rooms.	Division.	When occupied.
John Eaton.....	8	First.....	Nov. 15, 1922.
Monroe.....	4	Third.....	Sept. 18, 1922.
H. D. Cooke.....	4	.....do.....	February, 1922.
Petworth.....	8	.....do.....	September, 1921.
Takoma.....	8	.....do.....	Do.
West.....	8	.....do.....	Do.
Burroughs.....	8	Fifth.....	Do.
Wheatley.....	12	Sixth.....	Oct. 31, 1922.
Kingsman.....	8	Seventh.....	Oct. 30, 1922.
Buchanan.....	8	Ninth.....	Nov. 14, 1922.
Mott.....	8	Eleventh.....	Oct. 30, 1922.
Deanwood.....	4	.....do.....	February, 1921.
	4	.....do.....	Sept. 18, 1922.
Burrville.....	8	.....do.....	September, 1921.
Bell.....	8	Thirteenth.....	Apr. 9, 1923.
<i>High schools.</i>			
	<i>Capacity.</i>		
Eastern.....	1,500		Mar. 1, 1923.

Summary by years.

	Class-rooms.	Total classrooms in year.
In school year 1920-21:		
February, 1921—Deanwood.....	4	4
In school year 1921-22:		
September, 1921—Petworth.....	8	
Takoma.....	8	
West.....	8	
Burroughs.....	8	
Burrville.....	8	
	<hr/>	40
February, 1922—H. D. Cooke.....	4	
	<hr/>	
Net total for year.....		44
In school year 1922-23:		
September, 1922—Monroe.....	4	
Deanwood.....	4	
	<hr/>	8
October, 1922—Wheatley.....	12	
Kingsman.....	8	
Mott.....	8	
	<hr/>	28
November, 1922—Eaton.....	8	
Buchanan.....	8	
	<hr/>	16
April, 1923—Bell (replacement).....	8	
	<hr/>	
Total.....		60
Deduct for replacement (Bell, 8 rooms).....		8
	<hr/>	
Net total for year.....		52
Total for three-year period.....		100

THE CONTINUING CONGESTION.

School buildings in Washington continue to be inadequate in quantity and some of them unsatisfactory in quality to take care of the school population. Yearly increased enrollments over a long period of years have not been satisfactorily anticipated and met by additional schoolhouse accommodations. Some buildings which were scheduled for *immediate* abandonment in 1908 are still in use. All the buildings recommended for *early* abandonment in 1908 are still in use. Some buildings which were not considered inadequate or unsatisfactory in 1908 have become so during the past 15 years and should be replaced.

The annual increase in enrollment in elementary schools is at a greater rate during the past three years than it was during the preceding period. From 1913 to 1920 the average annual increase was 788 pupils per year, whereas the average annual increase during the past three years was 870 pupils per year. Even if the school system were not congested at the start of the period under consideration this greater increase in pupils could only be accommodated by a corresponding increase in annual appropriations for school buildings.

The annual increase in enrollment of 870 pupils requires an increase of 22 classrooms. At the prevailing cost of \$17,000 or \$18,000 per classroom, the increased enrollment alone represents and requires an annual expenditure of \$400,000. The present congestion in the schools of Washington is the result of not having met squarely these demands due to the normal growth.

Replacement of buildings must also be provided for in the same systematic manner if the schools are to be kept in an up-to-date and satisfactory condition.

The superintendent annually makes a careful study of the school-house accommodations as of November 1 each year. The situation as it existed on November 1, 1922, is presented in the following pages. Some relevant and essential facts relating to preceding years are also included.

ELEMENTARY SCHOOLS.

ENROLLMENT SINCE 1913-14.

The following table shows the whole enrollment in elementary schools from 1912-13 through 1920:

Increased enrollment in elementary schools from 1913-14 through 1920.

Year.	Whole enrollment. ¹	Increase over preceding year.	Decrease from preceding year.
1912-13.....	51,112		
1913-14.....	50,183		929
1914-15.....	50,871	688	
1915-16.....	52,291	1,420	
1916-17.....	52,600	309	
1917-18.....	54,126	1,526	
1918-19.....	55,036	910	
1919-20 ²	56,629	1,593	
Total.....		6,446	929
Net increase.....		5,517	
Average annual increase.....		788	

¹ Includes vocational schools.

² Includes seventh and eighth grades in junior high schools.

Increased enrollment in elementary schools from 1920-21 through 1923.

Year.	Whole enrollment. ¹	Increase over preceding year.	Decrease from preceding year.
1919-20.....	56,629		
1920-21.....	57,558	924	
1921-22.....	58,548	995	
1922-23.....	59,239	691	
Total increase.....		2,610	
Net increase.....		2,610	
Average annual increase.....		870	

¹ Includes vocational schools, and seventh and eighth grades in junior high schools.

The average annual increase in number of pupils attending the elementary schools from 1914 through 1920 is 788 pupils.

The average annual increase in number of pupils attending the elementary schools from 1920-23 is 870 pupils.

The average annual increase for the whole period—that is, from 1913-14 through 1923—is 813 pupils.

ADDITIONAL SCHOOLROOMS NEEDED FOR INCREASED ENROLLMENT.

From 1913-14 through 1919-20 the net increase in the number of pupils in the elementary schools is 5,517, and the average number of increase was 788 pupils per year. Using 40 pupils per room, satisfactory accommodations for this increased enrollment required the opening of 20 elementary school classrooms each year.

From 1920-21 through 1923 net increase in enrollment in the elementary schools was 2,610, and the average annual increase was 840 pupils. Using 40 pupils per room, satisfactory accommodations for this increased enrollment required the opening of 21 elementary school classrooms each year.

This computed need, or 20 or more classrooms per year for elementary-school purposes annually since 1913-14, does not provide for the abandonment of any antiquated buildings or for the elimination of any undesirable schoolhouse accommodations which were in use during this period.

(a) FROM 1914 THROUGH 1920.

The following table shows the schools which have been erected or to which additions have been made from 1913-14 through 1920, when occupied, the net increase in number of classrooms, and the total appropriation for each item:

Number of additional rooms in elementary school buildings completed and occupied from 1913-14 through 1920.

School.	School year occupied.	Number of additional rooms.	Number of rooms replaced.	Net increase in rooms.	Total appropriation.
Birney.....	1913-14	6	4	2	\$51,000
Congress Heights.....	1913-14	4	.....	4	33,000
Park View.....	1915-16	16	.....	16	132,000
Powell.....	1916-17	8	.....	8	66,000
E. V. Brown.....	1919-20	8	.....	8	80,000
Total.....	.....	42	4	38	362,000

Whereas in the preceding pages it is shown that the increased enrollment in the elementary schools from 1913-14 through 1920 required the opening of 20 classrooms annually, or 140 classrooms for the period, the above table shows that during that same period a total

of 38 classrooms were opened, or an average of less than 6 classrooms opened each year. The accumulated shortage of classrooms during this period, due to increased enrollment, is a total of 102 rooms.

(b) FROM 1920 THROUGH 1923.

The following table shows the schools which have been erected or to which additions have been made from July 1, 1920, through 1923, when occupied, the net increase in number of classrooms, and the total appropriation for each item:

Number of additional rooms in elementary school buildings completed and occupied from 1920-21 through 1923.

School.	School year occupied.	Number of additional rooms.	Number of rooms replaced.	Net increase in rooms.	Total appropriation.
Dearwood.....	1920-21	4	.....	4	\$190,000
Burroughs.....	1921-22	8	.....	8	222,000
Burr ills.....	1921-22	8	.....	8	210,000
Pet worth.....	1921-22	8	.....	8	213,000
Ta'oma.....	1921-22	8	.....	8	185,000
West.....	1921-22	8	.....	8	200,000
H. B. Cooke.....	1921-22	4	.....	4	90,000
Dean wood.....	1922-23	4	.....	4	(1)
Monroe.....	1922-23	4	.....	4	75,000
Kingsman.....	1922-23	8	.....	8	170,000
Wheatley.....	1922-23	12	.....	12	250,000
Mott.....	1922-23	8	.....	8	170,000
Buchanan.....	1922-23	8	.....	8	170,000
Eaton.....	1922-23	8	.....	8	152,000
New Bell (replacement).....	1922-23	8	(1)	8	160,000
Total.....		108		108	2,447,000

¹ Constructed from balance of appropriation of \$190,000, from which four rooms were constructed in 1920-21.

² Old Bell School continued in use for the present.

It has been already shown that the increased enrollment in elementary schools from 1920 through 1923 required the opening of 22 classrooms annually, or a total of 66 classrooms during this period. The above table shows that 108 classrooms were opened during these three years, or an average of 36 classrooms per year. Of the 108 additional rooms opened, 66 were for increased enrollment and 42 may be considered as making up past arrearages. Comparing, then, 42 classrooms with the accumulated shortage of 102 classrooms during the seven years immediately preceding, one sees clearly that the new classrooms leave a large unmet need which has accumulated in only seven years. The accumulation of needs extends over a long period, and the accumulation is large, as the pages immediately following will show.

UNMET NEEDS, ELEMENTARY SCHOOLS, NOVEMBER 1, 1922.

As a result of the failure of Congress to make appropriations sufficient to build schoolhouses as rapidly as the enrollment increases and to build additional schoolhouses to make up for past arrearages, port-

able schoolhouses, rented quarters, the use of undesirable rooms for classroom purposes, oversized classes, and part-time classes continue to exist in 1923.

On November 1, 1922, there were 61 portable schoolhouses in use. This is a reduction in the number of portables in use in the elementary schools. Seventeen of the portables have been transferred to the high schools—eight at Armstrong, four at Eastern, and five at Dunbar.

On November 1, 1922, it would have taken 28 classrooms to eliminate the use of rooms rented by the Board of Education for school purposes. It has been possible for the Board of Education to discontinue the rental of certain pieces of property heretofore rented for school purposes. The school authorities discontinued the use of property in 1921-22 as follows: Thirty-ninth and Windom Streets NW., Northeast Industrial School, The Berean Baptist Church.

During the school year 1921 the school board discontinued the use of 129 Schott Place, 837 Shepherd Street, Takoma Parish Hall, and Wallace Memorial Church.

During the school year 1923, 34 undesirable rooms were in use as classrooms. This is about the same number of such rooms as have been in use during the past several years.

On November 1, 1922, it would have taken 57 additional classrooms to reduce the number of oversized classes to classes of 40 pupils. This represents the same condition that existed in 1921 and also in 1920.

On November 1, 1922, it would have taken 137 additional classrooms to eliminate part time in grades 1 and 2, and 19 additional classrooms to eliminate part time in grades 3 and 4. The John F. Cook and the Threlkeld Schools were still in use, although recommended for immediate abandonment in 1908. Since the John F. Cook is an 8-room building and the Threlkeld is a 4-room building it would have taken a 12-room building to make it possible to discontinue the use of these buildings.

Eight buildings were recommended for early abandonment in the report of the schoolhouse commission in 1908. These buildings are still in use as follows: Webster, 12 rooms; Abbot, 9 rooms; Berret, 9 rooms; Lincoln, 12 rooms; Force, 13 rooms; Adams, 8 rooms; Bradley, 8 rooms; and Jefferson, 20 rooms. The total number of rooms in these buildings is 91. Obviously, it will take 91 classrooms to replace these buildings.

Since the report of the commission in 1908 certain buildings have become antiquated and unsuitable for further school use. Some of them are: Hamilton, 4 rooms; Chain Bridge, 1 room; Bell, 8 rooms; Tenley, 8 rooms; Smothers, 4 rooms. Obviously, it will take 25 additional classrooms to replace these buildings.

The present unmet needs of the elementary schools for up-to-date, modern school buildings to eliminate portables, rented quarters, the use of undesirable rooms, oversized classes, part-time classes, and the use of buildings unfit for use on November 1, 1922, are 460 classrooms. Certain building projects to meet some of these needs are discussed in the next paragraphs.

BUILDINGS COMPLETED AFTER NOVEMBER 1, 1922.

The buildings which were opened and occupied preceding November 1, 1922, have been taken into consideration in the analysis of the situation as of November 1, 1922. Certain buildings which were opened between November 1, 1922, and the close of school in June, 1923, would, of course, meet some of the above needs. Such buildings are as follows:

Elementary-school buildings opened between November 1, 1922, and June 30, 1923.

School.	Number of rooms.	Date on which opened.
Buchanan.....	8	Nov. 14, 1922
John Eaton ¹	7	Nov. 15, 1922
New Bell.....	8	Apr. 9, 1923
Total.....	23	

¹ One room in the 8-room addition was occupied prior to Nov. 1.

The above buildings will relieve congestion to some extent. The effect of their occupation will be shown in the annual tabulation of needs as of November 1, 1923.

ELEMENTARY SCHOOL BUILDINGS UNDER DEVELOPMENT DURING 1923.

In addition to the buildings opened during the school year 1922-23 certain building projects are under way, as follows:

School.	Number of rooms.	Division.	Status of project.
Tenley.....	8	First.....	Plans being developed.
Bancroft.....	8	Third.....	Contract let May 11, 1923; to be completed Jan. 11, 1924.
Raymond.....	8	do.....	All bids rejected because not within the appropriation.
Thomson.....	6	Fourth.....	Contract let July 17, 1923; to be completed Jan. 17, 1924.
Garrison.....	8	Tenth.....	Contract let Apr. 17, 1923; to be completed Nov. 30, 1923.
Chain*Bridge Road.....	2	do.....	Contract let May 22, 1923; to be completed Oct. 1, 1923.
Smothers.....	4	Eleventh.....	Contract let Mar. 2, 1923; to be completed Sept. 5, 1923.
John F. Cook.....	16	do.....	Plans being developed.
Lovejoy.....	8	Thirteenth.....	Contract let Mar. 16, 1923; to be completed Oct. 16, 1923.
<i>Special school.</i>			
Hamilton.....	8		Plans completed; await action of Congress as to site.
<i>Junior high school.</i>			
Macfarland.....	Capacity. ¹ 650		Contract let Dec. 26, 1922; to be completed Oct. 20, 1923. Do.
Langley.....	¹ 650		
Total.....	100		

¹ Approximately two-thirds of the pupils are elementary-school pupils and one-third will be high-school pupils. Approximately 12 rooms will be used for elementary-school pupils.

The above buildings will provide a total of 100 classrooms when completed. Fifty-six of them represent an actual increase in accommodations and 44 are replacements of unserviceable buildings. A summarized tabulation showing when they will probably become available and the character of the appropriations follows:

Date of opening.	Total number rooms.	Description.	Net increase in rooms.
In school year 1923-24:			
October:			
Chain Bridge Road.....	2	Replacement.....	1
Lovejoy.....	8	Addition.....	8
Smothers.....	4	Replacement.....	
November:			
Garrison.....	8	Addition.....	8
Macfarland Junior High.....	(¹)	New.....	12
Langley Junior High.....	(¹)	do.....	12
January:			
Bancroft.....	8	do.....	8
Thomson.....	6	Replacement.....	
Total.....	60		49
Uncertain as to completion:			
Tenley.....	8	Replacement.....	
Raymond.....	8	New.....	8
John F. Cook.....	16	Replacement.....	8
Hamilton.....	8	do.....	
Total.....	40		16
Grand total.....	100		65

¹ Approximately 12 rooms will be used for elementary-school pupils.

SUMMARY OF ACCUMULATED SHORTAGE OF SCHOOLHOUSE ACCOMMODATIONS.

The following tabulation is a summary of the classroom needs of the elementary schools as of November 1, 1920, 1921, and 1922. This summary is based on a careful statistical analysis of the items covered, made each year on November 1.

The buildings appropriated for but not yet completed will provide some relief, but in the meantime enrollments increase each year.

Classrooms needed in elementary schools.

Purpose for which needed.	Number of classrooms needed.		
	November, 1920.	November, 1921.	November, 1922.
1. To eliminate portables.....	73	71	61
2. To eliminate rented quarters.....	41	33	28
3. To eliminate undesirable rooms.....	21	39	34
4. To reduce oversize classes.....	57	57	57
5. To eliminate part-time classes:			
Grades I and II.....	150	152	137
Grades above grade II.....	18	19	19
6. To abandon buildings recommended for immediate abandonment in 1908—still in use:			
John F. Ccok.....rooms..8			
Threlkeld.....do...4	12	12	12
7. To abandon buildings recommended for early abandonment in 1908—still in use:			
Webster.....rooms..12			
Abbot.....do...9			
Berret.....do...9			
Lincoln.....do...12			
Force.....do...12			
Adams.....do...8			
Bradley.....do...8			
Jefferson.....do...20	90	90	90
8. To abandon other buildings now unfit for present use:			
Hamilton.....do...4			
Chain Bridge.....do...1			
Bell.....do...8			
Tenley.....do...8			
Smothers.....do...4	25	25	25
Grand total.....	487	498	463

HIGH SCHOOLS.

ENROLLMENT SINCE 1913-14.

The following tables show the whole enrollment in high schools from 1912-13 through 1920; and from 1920 through 1923:

Increased enrollment in the high schools from 1913-14 through 1919-20.

Year.	Whole enrollment.	Increase over preceding year.	Decrease from preceding year.
1912-13.....	6,757		
1913-14.....	6,098		659
1914-15.....	6,380	282	
1915-16.....	6,908	528	
1916-17.....	7,352	444	
1917-18.....	7,197		155
1918-19.....	7,045		152
1919-20 ¹	8,470	1,425	
Total.....		2,679	966
Net increase.....		1,713	
Average annual increase.....		245	

¹ Includes ninth grade in junior high schools.

Increased enrollment in the high schools from 1920-21 through 1922-23.

Year.	Whole enrollment.	Increase over preceding year.	Decrease from preceding year.
1919-20.....	8,470		
1920-21.....	9,271	801	
1921-22.....	10,628	1,357	
1922-23.....	11,772	1,144	..
Net increase.....		3,302	
Average annual increase.....		1,101	

Whereas the average annual increase in enrollment in the high schools over a period of seven years immediately preceding 1920 is 245 pupils, the average annual increase from 1920 to 1923 is 1,101. This is a striking increase in enrollment toward the accommodations of which suitable preparation has not been made.

The total net increase in enrollment in the past three years in the high schools is 3,302 pupils. The total enrollment over the 10-year period is 5,015 pupils, or an average annual increase each year of more than 500 pupils.

ADDITIONAL ACCOMMODATIONS NEEDED FOR INCREASED ENROLLMENT.

From 1913-14 through 1919-20 the net increase in the number of pupils in the high schools was 1,713, or an average annual increase of 245 pupils. This average annual increase of 245 pupils per year would require the opening of an additional high school the size of the new Eastern High School every six years.

From 1920-21 through 1923 the net increase in enrollment in the high schools was 3,302 pupils, or an annual increase of 1,101 pupils. This is a striking indorsement of the program of secondary education of the District of Columbia, and an evidence of the value which the people of Washington place upon secondary education for their boys and girls. To accommodate satisfactorily this increased enrollment during the past three years alone would require the opening of two high-school buildings the size of the new Eastern High School.

Taking the period from 1913-14 through 1922-23 as a whole, the net increase for this period of 10 years in the high schools of Washington is 5,015 pupils, making the average annual increase 501 pupils each year. To accommodate satisfactorily these pupils the equivalent of three high-school buildings equal in size to the Eastern High School would have been necessary.

As a result of this increase of more than 5,000 pupils in the 10-year period, congestion is to be found in all of our high schools. During the school year 1922-23 there was part time at Western High, Business High, Central High, Eastern High while it was in the old

Eastern Building, and Armstrong Manual Training School. Dunbar and McKinley High Schools were the only ones not operating a double-shift program. In addition there were portables at the following buildings: Four at old Eastern High Building, eight at Armstrong High, and five at Dunbar High.

The new Eastern High School, with accommodations for 1,500 pupils, was opened on March 1, 1923. There were 1,260 pupils enrolled in the school and transferred to the new building. It is confidently expected that the enrollment of the school will approximately reach the capacity of the building during the school year 1923-24.

UNMET NEEDS NOVEMBER 1, 1922.

The following tabulation shows the capacity of the several high schools and junior high schools as far as ninth-grade pupils are concerned, the enrollment as of November 1 in 1920, in 1921, and in 1922. The excess enrollment over capacity is also indicated.

School.	Capacity.	Enrollment Nov. 1—			Excess over capacity in 1922.
		1920	1921	1922	
Business.....	900	1,208	1,281	1,330	430
Central.....	2,300	2,837	3,072	3,182	882
Eastern.....	350	661	884	1,052	702
McKinley.....	1,100	1,298	1,464	1,502	402
Western.....	650	760	894	1,041	391
Columbia Junior High ¹	300	140	251	354	54
Armstrong.....	300	638	880	1,094	794
Dunbar.....	1,200	1,402	1,540	1,597	397
Shaw Junior High ¹	250	40	65	115	-135
					4,052
					-135
Net excess.....					3,917

¹ Ninth grade only.

The above tabulation shows that every high school is undertaking to accommodate pupils far in excess of its capacity. The only exception is in the case of the Shaw Junior High School, where apparently 135 additional high-school pupils might be accommodated. The tabulation shows that there were 3,917 high-school pupils in excess of the capacity of our high schools, on November 1, 1922.

As has already been stated, the new Eastern High School, with a capacity of 1,500 pupils, was opened March 1, 1923.

The old Eastern High School building, with a capacity of 350 pupils, will be used as a junior high school. These pupils will be divided somewhat as follows; about 225 pupils of grades 7 and 8 and about 125 pupils of grade 9.

It will be apparent, therefore, that while the new Eastern High School has a capacity of 1,500 pupils, the net increase in accommodations for high-school pupils is reduced because accommodations

which have heretofore been used in the old Eastern High School building for high-school pupils are now to be devoted to elementary-school pupils. The net increase in accommodations is 1,500 less 225, or a total of 1,275 pupils.

Comparison of the additional accommodations for 1,275 pupils provided by the opening of the new Eastern and the conversion of the old Eastern building to a junior high school, with the accommodation for the 3,917 pupils in excess of the capacity of the high schools on November 1, 1922, shows, after the opening of the new Eastern, an excess of 2,642 pupils over the capacity of the high-school buildings.

UNMET NEEDS OF HIGH SCHOOLS AS OF NOVEMBER 1, 1922.

The superintendent lists here some of the most urgent needs for additional accommodations for high-school pupils. It is not intended to be an exhaustive list because the total facilities enumerated here will not accommodate the pupils now in excess of high-school accommodations plus the increased enrollment which will inevitably take place during the period of, let us say, three years during which these high-school facilities would be under construction.

M'KINLEY MANUAL TRAINING SCHOOL.

With provision for relief of congestion at Armstrong Manual Training School and at Western High School, McKinley Manual Training School undoubtedly presents the most urgent case which requires prompt attention.

The need is for a new home for the McKinley Manual Training School which will accommodate approximately 1,500 pupils. A site for this purpose has been purchased, adjoining the Langley Junior High School. The appropriation to begin the construction of the McKinley Manual Training School is urgent because certain other developments must await the construction of this new building for the McKinley School.

It is proposed to locate in the present McKinley building the junior high school now located in the old M Street building.

DUNBAR HIGH SCHOOL.

Dunbar High School is now enrolling three or four hundred pupils in excess of its capacity. The business-practice department of that school numbers about that many pupils. In order to provide relief to Dunbar, it is proposed to establish a separate business high school for colored pupils and to locate that school in the building now occupied by the Shaw Junior High School.

SHAW JUNIOR HIGH SCHOOL.

The Shaw Junior High School now has an enrollment of 466 pupils. It has thus far been operated as a city-wide school. It has grown greatly in size and prestige since it was opened in 1919. If established in the McKinley Manual Training School Building, it could accommodate the seventh and eighth grade pupils of several buildings in that vicinity which are now greatly overcrowded.

It will be seen, therefore, that several important and urgent developments must await the construction of the new building in which to house the McKinley Manual Training School.

BUSINESS HIGH SCHOOL.

The Business High School has outgrown its accommodations. There is an urgent need for a new building in which to house the Business High School which will accommodate approximately 1,500 pupils. It is proposed to locate this new building on a site now owned by the District of Columbia adjoining the Macfarland Junior High School.

With fine new buildings for Central, Eastern, and Dunbar; with enlarged plants at Armstrong and Western; with the proposed new plants for McKinley and Business High Schools, and with the establishment of a business high school for colored pupils the present high schools will have been developed to their fullest capacity.

These plants will not take care of the future enrollments. Additional high schools similar to Eastern and Central must be constructed or high-school enrollment must be accommodated in junior high schools.

The hope is that by the establishment of a system of junior high schools it will be unnecessary to erect another new high school in the District of Columbia for some years to come. Since the junior high schools accommodate both elementary-school and high-school pupils, they serve a double purpose in relieving congestion. Obviously it will take several junior high schools to accommodate as many high-school pupils as would be accommodated in one senior high school. A program of development of junior high schools must be prompt, broad, and comprehensive if the District is to save the expense of another large senior high school in the immediate future.

JUNIOR HIGH SCHOOLS.

The immediate need for junior high schools is indicated in the following paragraphs:

Georgetown.—A junior high school is needed in the vicinity of the Fillmore School to take care of seventh and eighth grade pupils in

the elementary schools in the vicinity and to relieve the Western High School of some of the inevitable growth in high-school pupils in the immediate future.

Northeast.—The need is for a junior high school somewhere in the vicinity of the Taylor School. Such a junior high school will relieve congestion now found in 8 or 10 elementary schools in this vicinity. It will at the same time accommodate high-school pupils in this vicinity.

Southwest.—The need is for the conversion of the Jefferson Elementary School into a junior high school. This will serve seventh and eighth grade pupils in adjoining schools and make it unnecessary for first-year high-school pupils to travel from this vicinity to one of the senior high schools.

Between Cleveland Park and Chevy Chase.—There is an urgent need for increased schoolhouse accommodations for upper-grade pupils somewhere between Cleveland Park and Chevy Chase. The city owns a site just off Connecticut Avenue, which should be added to and on which a junior high school should be erected. This would bring relief to the very congested E. V. Brown School and the John Eaton School.

Mount Pleasant.—The Powell School should be converted into a junior high school. This can be done as soon as the Bancroft elementary school in Ingleside is opened and the new Raymond School on Spring Road is available for use. Additional rooms for shop purposes will probably have to be established at the Powell.

Rock Creek and Twentieth Street.—A building should be constructed on a site already provided for by an appropriation for a junior high school for colored pupils. This school will bring much needed relief to six elementary schools in the immediate vicinity and will bring first-year high-school facilities nearer to the pupils who reside in that vicinity.

Petworth.—The Macfarland Junior High School just now being erected on Iowa Avenue should be completed at the earliest possible moment by the construction of an assembly-gymnasium, thereby providing additional accommodations and by the erection of the two wings which are provided for in the complete plans of the building. Such an enlargement of the Macfarland will increase the school facilities in one of the most rapidly growing sections of Washington.

HIGH SCHOOL BUILDING PROJECTS UNDER WAY.

The school year 1923-24 will start with an excess of 2,642 pupils over and above the capacity of high-school accommodations. To this number must be added the probable increase in enrollment, which for the past three years has been about 1,100 pupils each year. This will

mean that the school year will begin with 3,742 pupils for whom there are not accommodations.

To alleviate this situation, certain building projects are under way, with accommodations as follows:

School.	Whole capacity.	Elementary-school pupils.	High-school pupils.	Status of project.
Langley Junior High.....	650	425	225	To be completed Oct. 20, 1923. Do.
Macfarland Junior High.....	650	425	225	
Total high-school pupils.....			450	

These are the only new accommodations for high-school pupils which will become available during the school year 1923-24. These schools, together with the Randall Junior High School, will open with only elementary-school pupils. As pupils in them reach grade 9, they will be given grade 9 instruction there. The total number of high-school pupils thus accommodated will make little impression on the 3,742 pupils in excess of present capacity. The congestion must continue without much relief during the school year 1923-24.

The addition to Armstrong Manual Training School will increase the capacity of that school by about 800 pupils. The addition at Western High will provide for 550 additional pupils. These facilities will not be ready until some time during the school year 1924-25. In the meantime the enrollment will have increased by another 1,000 pupils and the congestion will continue.

The appropriations thus far made for high schools and junior high schools have not been sufficient to keep up with the average increase in enrollment each year. If all buildings now in process of development were ready for use at the beginning of the school year 1923-24, there would still be more than 800 pupils in excess of the capacity of the schools. Congestion can be reduced only by larger annual appropriations.

IV. REPORTS OF SCHOOL OFFICERS.

In this section of the report the superintendent includes as a part of his report the reports of certain officers. Annually the superintendent requires reports from officers. Such reports have not been published in the two preceding annual reports. At the close of the school year 1922-23 the superintendent asked each officer to report not only on the activities of the school year but to review the more important developments during the past three years.

Readers will find these reports most interesting and valuable. They present a record of changes during the past year and the effect of those changes as viewed by the officers associated with the superintendent in the administration and supervision of the school system.

REPORT OF THE ASSISTANT SUPERINTENDENT, DIVISIONS I TO IX.

To the Superintendent of Schools:

SIR: The official relations of the office of the assistant superintendent in charge of the schools of the first nine divisions are so varied and touch so many school interests that it is difficult to adequately render an accounting of the activities of the office in a brief statement. The need for an increase in the corps of assistant superintendents is best shown by the broad scope of work placed upon this office. Matters of business organization and direction, the responsibility of educational supervision, the task of maintaining the personnel of the teaching force of this division of the school system, the oversight of the organization of the teaching force, the recommendation of changes to the superintendent, and the maintenance of such contacts with the public as may be the natural outcome of assignments made by the superintendent to this office represent a brief statement of the scope of the endeavors of the assistant superintendent in charge of the first nine divisions.

The purpose of setting forth even so briefly the wide scope of the activities of this office is to establish a record of the inadequacy of the size of the staff given to the superintendent to aid him in the great work for which he is responsible. The ablest and most untiring effort of an official who assumes so broad a scope of effort must fall far short of rendering to the superintendent the assistance which he must have if the schools of the District of Columbia are to reach the degree of efficiency which is the rightful heritage of our children.

The greatest problem of the three years just passed has been largely the keeping of the ranks of the teaching force filled with capable persons to meet the needs of increased enrollment and to succeed those who have left our ranks to accept better positions offered elsewhere. The following table shows the

demands for new teachers growing out of changes in the corps during the past three years for the first nine divisions:

Change in personnel.	July, 1920, to June, 1921.	July, 1921, to June, 1922.	July, 1922, to June, 1923.
Appointments, permanent.....	185	235	145
Appointments, temporary.....	132	118	138
Change of name.....	33	25	27
Leave of absence, study.....	23	20	28
Leave of absence, ill health.....	15	25	18
Promotions to high schools from grades.....	8	6	14
Promotions to class 6-B.....	11	6	11
Reinstatements from leave.....	32	31	38
Resignations.....	88	82	135
Retirements.....	19	4	18

In addition to the need for new teachers arising from the changes in the existing corps, the following additional teachers were added to the teaching force by increases in the number of salaries made by appropriation bills:

1920-21.....	173
1921-22.....	98
1922-23.....	110

The securing of teachers properly qualified to undertake the work required has necessitated much devoted service on the part of the school officials charged with this responsibility. I desire to record my appreciation of the splendid services rendered by the boards of examiners. The securing of the required number of teachers has involved on the part of the board of examiners careful interviews with hundreds of applicants and thorough written tests. The preparation of these tests and the examination and grading of the papers of the candidates have made excessive demands upon the officials serving as examining boards. Much of the time of the assistant superintendent has been given to interviewing and placing candidates certified by the examining boards.

The inadequacy of salaries in the District of Columbia has resulted in a real shortage in teacher supply. Frequently during the past three years vacancies have occurred in subjects for which there were no persons upon our lists of eligibles. These emergencies have been met by resorting to the so-called "temporary appointment." Persons with some experience in the subject required were called before the board of examiners and after a preliminary examination were given limited term appointments until a formal competitive examination could be announced and held. This procedure does not secure persons of the preparation and experience such as to maintain a high standard of efficiency. The cure for such a situation is the establishment of a salary scale which will attract to our annual examinations in large numbers teachers of fine preparation and ripe experience.

Those who have desired a better organization of the school system of the District of Columbia have rejoiced to see the rapid development of the plan for the unifying of supervision and educational direction in the elementary schools. The grouping of the smaller schools into educational units of a size to permit of departmental work and the employment of a principal who shall be a real resident directive educational force promise much for the progress of our schools.

The beginning of the movement looking to the adoption of the junior high-school organization has been most successful. The changes in school organization have been received by the teachers with fine spirit. Additional qualifica-

tions have been attained when necessary, and the beginning of these schools with well-prepared and enthusiastic teachers from our own corps seems easily possible.

It has been the responsibility of the assistant superintendent to record the work of the Washington High School Cadet Corps. We are justifiably proud of this splendid organization. Our corps has become recognized throughout the country as a model of a volunteer organization for military training in a public school system. At a recent conference called by the War Department representatives of our school system were invited to address a group of educators assembled from almost every State in the Union, in order to set before the assemblage the advantages of the system of military instruction in the high schools of our city. The greatest advantage of our system lies in the fact that the cadet organization is an integral part of the student life. The cadet activities are recognized as the outstanding activities of the school. The organization is closely correlated with the academic work of the student. Promotion in the corps is dependent upon the success of the pupil in his studies, as well as upon his proficiency in military drill. Honesty, earnestness, reliability, sense of responsibility are factors recognized by the entire student body and demanded of those who would win promotion in the corps. After many years of close personal contact with the workings of our system it is my belief that it forms the best vehicle for real character training that has ever come under my observation. Two essential characteristics of our work should be noted: The close correlation with the regular work of the school and the use of the system for character training rather than the emphasizing of merely military instruction. The officers detailed to our schools by the War Department have caught the spirit of our work and have cooperated in a most admirable manner in endeavoring to attain the aims which have been the ideals of our corps for more than 40 years.

As a matter of record, I am incorporating a statement in regard to the cadet organization submitted by Lieut. Col. Wallace M. Craigie, U. S. Army, professor of military science and tactics:

Statistical data, Washington High School Cadet Corps, 1922-23.

The corps consists of a brigade, subdivided as follows:

FIRST REGIMENT.

(Central High School.)

One battalion of four companies.

One battalion of three companies.

One band.

Total cadet officers-----	33
Total other cadets-----	409
Total -----	442

SECOND REGIMENT.

(McKinley High School and Columbia Junior High School.)

McKinley:

One battalion of four companies.

One battalion of three companies.

One band.

Columbia Junior High :

One battalion of two companies.

Total cadet officers----- 37

Total other cadets----- 460

Total----- 497

THIRD REGIMENT.

(Eastern, Western, Business High Schools.)

Eastern :

One battalion of four companies.

Western :

One battalion of three companies.

Business :

One battalion of three companies.

Total cadet officers----- 39

Total other cadets----- 475

Total----- 514

Grand total, cadet officers----- 109

Grand total, other cadets----- 1,453

Total in corps----- 1,562

Commissioned and noncommissioned personnel detailed by the War Department for duty with the corps :

Lieut. Col. Wallace M. Craigie, U. S. Army, professor of military science and tactics.

Capt. A. J. O'Keefe, U. S. Army, assistant professor of military science and tactics.

Capt. William H. Johnson, U. S. Army, assistant professor of military science and tactics.

Master Sergt. Frederick Hess, U. S. Army, band instructor.

Master Sergt. Carl Trometre, U. S. Army, in charge of ordnance.

Civilian personnel attached to the corps :

Dr. W. M. Yater, medical examiner and instructor in personal hygiene.

Mr. Walter R. Stokes, armorer and instructor of rifle practice.

Instruction in the corps consists of theoretical and practical training in military science and tactics; war games (Gettysburg map); tactical walks; studies in terrain and its application to war games; lectures on citizenship and its obligations and duties; conduct of and responsibilities of cadet officers and noncommissioned officers and other cadets; courtesy; discipline; ideals and traditions of the corps; first aid and personal hygiene; voice culture and the giving of commands; annual cadet encampment, where theoretical instruction had throughout the year is given practical application and eligible noncommissioned officers are tried out for cadet officerships for the next school year; rifle practice on camp rifle range.

The corps participated in the following public and civil ceremonies :

Safety-first parade, November 22, 1922.

Washington's Birthday ceremonies at Washington Monument, February 22, 1923.

Information booths during Shriners' week, June 1-8, 1923, in charge of cadets.

Cadet officers ushers in President's stand, same ceremonies.

Official cadet corps ceremonies held during the year:

Presentation of cadet officers' commissions, April 18, 1923. Maj. Gen. Robert C. Davis, U. S. Army, The Adjutant General.

Annual battalion competitive drill, April 30, 1923, won by second battalion, second regiment, Maj. S. F. Ball, commanding.

Annual regimental competitive drill, May 2, 1923, won by second regiment, Lieut. Col. J. D. Pickens, commanding.

Annual brigade inspection and review, May 9, 1923. Brig. Gen. Stuart Heintzelman, general staff, U. S. Army.

Annual competitive drill (companies), May 22-23, 1923, won by Company D, third regiment, Eastern High School, Capt. L. D. Cheek.

Presentation of new brigade colors, April 18, 1923. Mr. S. E. Kramer, assistant superintendent of schools.

It has been my endeavor to select from the multifarious duties of my office a few of the contacts which have seemed worthy of comment and notice.

The years during which we have followed your leadership have been full of endeavor. Every school officer has felt at times the overwhelming burden of many things to be done by far too few persons to carry the load. But the burden has been cheerfully borne and with the feeling that the chief whom we followed was worthy of the effort.

Your sympathy, justice, your readiness to award credit to endeavor, and your high ideals for better things for Washington have made every effort of your subordinates worth while. For my opportunity to serve and for your sympathetic appreciation and encouragement, I am thankful.

Respectfully submitted.

S. E. KRAMER.

REPORT OF ASSISTANT SUPERINTENDENT, DIVISIONS X TO XIII.

To the Superintendent of Schools:

SIR: I have the honor to submit the following report:

PART I.

In the opinion of this office there are three outstanding achievements of your administration of the public schools of the District of Columbia for the three-year period ending June 30, 1923—the comprehensive and progressive program for education, the widespread support of this program by the citizens of the District of Columbia, and the integration of the school organization through rules and regulations to standardize and unify the practice of school officials.

The comprehensive educational program for the District of Columbia carries, among other things, the following provisions: A building program to extend over a period of 10 years, involving the expenditure of millions of dollars and designed to provide comfortable housing accommodations for every school child in the District of Columbia; legislation for an adequate salary scale for the educational employees; an up-to-date compulsory education law; and the reorganization of the public school system on the 6-3-3 plan.

Probably at no time in the history of the District of Columbia has there been exhibited by the citizens of the District of Columbia such uniform and whole-hearted support of the program for education formulated by the Board of Education upon the recommendation of the superintendent of schools. The board of trade, the chamber of commerce, citizens' associations, parent-teacher

organizations, other civic bodies, and individual citizens have gained, during the past three years, a complete understanding of the actual needs of the school system and have worked cordially and effectively with the Board of Education for their realization. This whole-hearted cooperation has lightened the burden of the school administration and has helped to make the task a delightful one.

Reference to the annual reports of the superintendent of schools for the years 1920-21 and 1921-22 reveals a list of rules and regulations promulgated by the school administration and designed to integrate the school organization and to articulate its several departments. These regulations are classified by the superintendent of schools as follows:

1. Changes intended to raise the qualifications of teachers, to improve teaching, and to secure better instruction for the pupils.
2. Changes intended to secure unity of purpose and action among those interested in and responsible for the school system.
3. Changes intended to clarify and systematize administrative practice and procedure.
4. Changes intended to improve or to eliminate conditions which militate against effective management of the schools or against securing efficient educational results.

It is the unanimous opinion of the school officials of Divisions X to XIII that these rules and regulations have resulted in decided improvements in the school machinery. Very favorable comments have been made to this office by school officials upon the results achieved under the regulations providing for—

Five-hour day for kindergartners and teachers in grades 1 and 2.

Duties of administrative principals.

Changes in requirements for graduation from high school.

Physical examination of all prospective teachers.

Public hearings held by board on school budget.

Age of pupils for enrollment in kindergarten and first grade.

Classification of repairs and alterations.

Establishment of a board of apportionment.

Study of school accommodations.

New rules relating to fraternities and sororities and other high-school organizations.

Establishment of standard classroom units.

PART II.

The Miner Normal School.

Permit me to direct your attention to one or two important considerations in connection with the Miner Normal School.

During the past two years it has been the plan and purpose of the school administration to perfect the organization and curriculum of the Miner Normal School with a view to keeping this institution abreast of educational progress in the best teacher-training schools. A detailed and complete report of the changes recommended in this connection was placed on file with you a year ago.

The principal of the Miner Normal School reports that the curriculum changes have improved the results in the work of the classroom.

One important change in organization recommended for Miner Normal School has not been put into operation—the placing there of additional grades above the primary department in order that teachers in prospect may secure, in the practice schools, experience in teaching children of the higher grades.

You are aware of the fact that we have in Washington the abominable practice of appointing graduates of our normal schools to the lower grades of the primary department, and of promoting them, whenever vacancies occur, from grade to grade through the several salary classes. Promotions and transfers are numerous. Frequent changes in the assignment of teachers, in the judgment of this office, seriously affects the efficiency of the service by breaking the continuity of instruction.

This practice has resulted in confining the Miner Normal School to the preparation of teachers for service in the primary department. There is no opportunity under this practice for the Miner Normal School to differentiate its courses of instruction or to classify its pupil-teachers on the basis of their aptitude to teach a particular grade.

To make it possible for the Board of Education to appoint and retain a teacher in any one of the several grades in accordance with his peculiar aptitude for the particular task, it may be necessary to secure new legislation. My own hope is, however, that in anticipation of such legislation, the school administration will have the foresight to begin very soon to differentiate the courses of instruction at the Miner Normal School so that teachers may be trained for service in the kindergarten, primary, or intermediate grades. This new policy might well provide also for the preparation of teachers by our own normal school for service in junior high schools. Such a plan, if adopted, would not only meet the new conditions to be imposed by legislation in prospect, but will actually result in the reorganization of our training-school methods to meet the demands of the 6-3-3 plan for teachers.

The growth in the enrollment of the Miner Normal School for the past three years makes an interesting study: 1921, 141; 1922, 201; 1923, 248. The graduation classes, too, for the past three years, have steadily increased in numbers: 1921, 64; 1922, 68; 1923, 110. Approximately 125 pupils will graduate in 1924.

Now, the records of this office show that appointments of Miner Normal School graduates for the past two years have been made as follows: 1921, 48; 1922, 45. It is quite clear from the record that it is impossible to absorb all of the graduates of the Miner Normal in the teaching force of the public schools of the District of Columbia. Some persons might question the desirability of such a plan, even if it were possible. The fact is, however, that we have a large surplusage of persons prepared for the profession of teaching. Our inability to absorb all of this material should not result in its loss to the profession. The situation warrants the recommendation that the school authorities formulate a plan for placing these young graduates, who fail of appointment here, in desirable teaching positions outside of the District of Columbia. Already graduates of the Miner Normal School may be found among the educational employees of the public schools of New York State, including the city of New York; in Pennsylvania, including the city of Philadelphia; in New Jersey, Delaware, Illinois, Indiana, Ohio, West Virginia, Missouri, and in practically every one of the Southern States. There is no reason, in the judgment of this office, why such service by the Miner Normal School should not be extended. The organizing and operating of a placement bureau by the Miner Normal School itself may be an appropriate procedure in this emergency. Thus the Miner Normal School would become in fact a national institution for the preparation of young men and women of color for the profession of teaching.

Your attention is further directed to the fact that the Miner Normal School is graduating teachers under the captions teachers of domestic art and teachers of domestic science. This means that teachers in prospect at the Miner Normal School are being prepared separately for service in the department of domestic art and the department of domestic science. It means, further-

more, the creation of two distinct lists of eligibles for appointment in these special activities. It is the opinion of this office that progressive practices in public school administration call for a consolidation of these separate courses in domestic art and domestic science into one course in home economics. I respectfully recommend that such action be taken, to become effective September 1, 1923.

Senior and junior high schools.

During the past three years the school administration has been successful in securing \$185,000 toward the purchase of ground for a stadium for the Dunbar High School; in completing an appropriation of \$91,509 for additional ground at Armstrong; \$300,000 of an appropriation authorized at \$500,000 for the construction of an annex to the Armstrong Manual Training School; an appropriation of \$50,000 for the purchase of land at Twenty-fourth and N Streets NW. for a new junior high school for colored youth; \$18,000 toward the equipment of the Shaw Junior High School; and has authorized the establishment of a junior high school for colored youth at the Randall Building, to be effective September 1, 1923.

Our activity during the next three years should result in the completion of the stadium project for Dunbar, the completion of the Armstrong annex, the securing of an appropriation for the erection of the junior high school building on the site at Twenty-fourth and N Streets, the replacement of the Randall School with a standardized junior high school building and equipment, and the establishment of a fourth junior high school for colored youth at a convenient location in the eastern section of the city (perhaps at the Lovejoy School).

The end toward which this office is working in the junior high school field is the establishment of four junior high schools for colored youth situated near the cardinal points—Shaw in the north at the McKinley School building, when McKinley has been renovated and made suitable for the purpose; a new building in the west at Twenty-fourth and N Streets; a new building at Randall in the south, and Lovejoy in the east.

The completion of the Armstrong annex will amply provide relief for the congestion now unfortunately existing in the Armstrong Manual Training School and will place Armstrong in position to secure much better results in the technical and scientific branches of the curriculum.

No immediate relief, however, seems to be in sight for the congestion at the Dunbar High School, a building constructed to accommodate 1,200 pupils, with an enrollment at present of 1,646 and with a prospective enrollment of over 1,800 pupils in September. It would seem that Dunbar High School will have to adopt a double-shift program beginning September, 1923—a very undesirable procedure—unless some other means can be found for bringing the necessary relief.

My hope is that a careful study of the housing accommodations in the schools located between North Capitol and Twelfth Streets and O and Kenyon Streets may result in our finding it possible to relieve Dunbar High School by transferring the department of business practice to the Cleveland School temporarily until the Shaw Junior High School building has been vacated and assigned to the department of business practice. If, upon investigation, this office finds, on completion of the Garrison School, that adjustments may be conveniently made for all of the graded and high-school pupils in the territory concerned, it will not hesitate in recommending to your office that the department of business practice be transferred at once. Such action would not conflict with the agreement already arrived at finally to establish the department of business practice

for colored youth in the Shaw Junior High School building and to transfer the Shaw Junior High School to the present McKinley School building.

Relief must be brought to Dunbar before the new McKinley High School building is ready for occupancy, or we shall have upon our hands at Dunbar a situation similar to that existing at Armstrong. It would be indefensible for the school administration to allow another such situation to develop in our high-school organization.

The setting apart of the department of business practice in a separate building would thus seem to result from the overcrowded conditions in our high schools. But I wish to go on record with you as recommending that, for its own sake, the department of business practice be made "a thing apart," in order that it may create its own atmosphere and build up its own body of traditions. Business among colored men and women in the District of Columbia has taken rapid strides in the past 10 years. The department of business practice has been meeting more and more in recent years the needs of the colored business community for clerks, stenographers, and salesmen. The entire colored business community has placed itself on record with this office, requesting the creation of a separate commercial high school for colored youth. Nothing would so stimulate business activities among colored people in the District of Columbia as the action herein proposed.

The vocational schools.

The O Street Vocational School for girls during the past three years has steadily developed in enrollment and in efficiency. Attention is now being directed to the introduction of additional trade courses for girls.

The Cardozo Vocational School for boys on February 1, 1923, resumed its pre-war practice of trade instruction. It is very gratifying to be able to report that students of the Cardozo Vocational School during the second semester of the school year 1922-23 received considerable experience in house construction and repair, both in wood and brick, under the supervision of their instructors and in accordance with plans and specifications.

The elementary schools.

The establishment of the five-hour day for kindergartners and teachers in grades 1 and 2, the definition of the duties and responsibilities of administrative principals, the campaign for good health, the introduction of a course in speech correction, the gradual introduction of intelligence tests and measurements, and the extensive use of the Columbia University Extension Center by teachers for self-improvement may be considered the significant educational developments in the elementary schools during the past three years.

Teachers quite generally comment favorably upon the operation of the five-hour rule in reducing retardation in the lower grades. The only real criticism offered in this connection has reference to the lack of comfortable physical appointments. Of course, the ideal situation will be realized later when we catch up with the building shortage and can place every class upon a full-day program and in a room to itself.

The administrative principals have to a considerable degree increased their effectiveness this year through frequent conferences among themselves and with the school officials on the duties of their office.

It is a pleasure to report the progress made in getting over into the minds of pupils and parents the idea of "keeping physically fit." Progress in this connection is evidenced by the more extensive use of the health school, the installation of lunch rooms, the establishment of the milk and cracker lunch,

the growth in popularity of health clinics, dental and otherwise, and the increased emphasis placed by the educational employees themselves upon health education in the school curriculum.

Your attention is directed to the detailed report already submitted on the work in speech correction. This work has passed the experimental stage. It is a success. Many unfortunate children have already had their handicaps in speech removed through the treatment given them in this department during the past year. This work should be extended.

Our experience with intelligence tests and measurements has been very illuminating. Considerable data have been compiled through these tests. Our only concern is the proper interpretation and use of this information for the improvement of the service.

Nothing in our whole educational program is more significant than the voluntary movement, now so popular, among teachers of Divisions X to XIII for self-improvement. Since 1920 it has been very noticeable that our teachers in ever-increasing numbers have been making use of summer courses for teachers at Columbia and Chicago Universities, of afternoon courses at Howard University, and of the extension courses for the improvement of teachers in service conducted by Columbia University at the Shaw Junior High School. The important thing about this whole movement is that it is voluntary. Certainly the school administration will continue to give teachers every encouragement in this connection.

Permit me finally to assure you of my deep and sincere appreciation of the help and guidance you have always so kindly and courteously extended me.

Respectfully submitted.

G. C. WILKINSON.

REPORT OF THE PRINCIPAL OF THE WILSON NORMAL SCHOOL.

To the Superintendent of Schools:

SIR: I have the honor to submit the following report for the school year 1922-23:

The Wilson Normal School, with an enrollment of 218 students, has regained losses caused by the war and is again ready to serve the community as its principal source of supply for the grade schools of the city. Not only in numbers has the student body become once more efficient, but also in the good mentality and high morale of the young people who by enrolling select teaching as their business.

Since the school is known to be a professional institution granting diplomas only to those who have shown themselves well prepared by personality and education to succeed in teaching, it is no longer necessary for students upon entering to sign a statement as to their intention to teach in public schools. The abolishing by the Board of Education, September 2, 1921, of the normal-school pledge stating such intention was therefore judicious. This pledge acted as a hardship for a conscientious applicant who feared the possibility of her breaking a teaching contract, and it was also injudicious because a pupil stated her intention to continue in the school until she had completed the course of study, although she might discover after entering her lack of special ability or interest.

The action of the superintendent in limiting the scope of the school to preparation only for grade and kindergarten teaching was wise. The school had carried classes in domestic science and domestic art, the special students taking general subjects with the grade-school classes and special work under the

immediate instruction of the director of domestic science or domestic art. The classes were always small, the maximum being four, and the work under directors far removed from the Wilson Normal School difficult for both students and teachers. With the end of war shortage this strain was no longer necessary and its elimination advisable.

The attitude of the superintendent expressed informally as to the difference in purpose between the normal school and the lower schools is bringing into this institution a distinctly healthful fiber. His ruling allows one year of educational advantage beyond the high school but not promotion to the second year's work unless the first year has proved satisfactory. It allows repetition of a certain number of junior units but not such a number as to continue attendance in the school beyond two years, except in especially meritorious cases, and in no case for a longer time than two and a half years. Before this action by the superintendent the normal school faculty had no more right to insist upon a student's withdrawal than had the faculty of a school of lower grade. This ruling places the school upon a distinctly professional basis having power to eliminate those who lack the quick comprehension, steadiness of purpose, and high morale required by teachers in public school classrooms.

Is it not advisable to go a step further and restrict admission to the school as is the practice in the best State and city institutions for teacher training? By far too many students are entering the Wilson Normal School because they can think of nothing else to do whose courses in the high schools have been completed with such indifferent accomplishment as to make leadership as teachers in the community improbable.

The physical examination given pupils before entrance to the Wilson Normal School and also before their receiving diplomas for graduation, are working not only to the advantage of the schools but also to the decided advantage of the students. Dr. Joseph A. Murphy, chief medical inspector, is most efficient in dealing with normal students through these examinations. He consults personally with all who fail at first on account of minor defects, advising them as to the necessity of health and strength and the methods to be adopted by each student to remedy her special weaknesses. In most cases these defects are corrected. The examination at the end of the course was first held January, 1922, and is now established as a prerequisite for graduation. The standard set by these examinations must lead to a steady gain in the strength of the city's teaching corps.

During the war the shortage of teachers and the small enrollment in the Wilson Normal School led to many irregularities. Students were allowed to enter several months before completing the high school course and to graduate in less than two years. Such irregularities are now unnecessary and have all been abolished. One practice, however, that was then instituted as a necessity, the admission of a class in February, has remained. The faculty has seen advantages in retaining this class not only for the students who are entering but in some respects for the school itself in that it thus maintains classes only a semester apart. But now that the enrollment has reached the 200 mark, in place of 65 in war time, the February class adds a burden of working hours unbearable for the present corps. The midyear admissions have not increased in the numbers expected and after a few months the class is reduced to so small a number—14 this past graduation—as to be an uneconomical factor in the business of normal school administration. Teachers are working now as many as 31 periods a week. This condition could be remedied by an increase in the academic faculty, but such increase seems hardly expedient when 8 or 10 of these hours are spent with classes of less than 20, and sometimes less

than 15 students. I, therefore, recommend the discontinuance of the February class.

The imperative need in the normal school to-day is for more teachers in the practice department. When the superintendent of schools in October met a body of selected teachers and invited them to assist the normal school and the entire school body by doing systematic and continued assistance in practice teaching, his request brought forth most cordial response. The students assigned to these teachers, 34 in number, received a warm welcome and excellent instruction. But with the physical disadvantages of the half-day schools in crowded buildings and the impossibility of allotting special compensation for extra service, such extensive practice work should not be long continued. Teachers in the city schools have for many years given help in special situations and for a limited time, but the intensive work has been accomplished by a regular corps having class 6 salaries and definitely placed under the direction of the normal school. May this plan be carried out effectively next year by the addition of four teachers in the normal school, one kindergarten and three grade practice teachers, for the instruction of the 90 students in the senior class of 1923-24.

If a near-by building could accommodate a practice department equal in size to that in the Wilson Normal School, all students could be equally and systematically trained. The addition of one grade teacher, Miss A. G. Getty, this year has already been of distinct advantage to the school.

The faculty feel that during the past three years the Wilson Normal School has been on the upgrade and look forward to increased opportunities for usefulness in the future.

Respectfully submitted.

ANNE M. GODING.

REPORT OF THE PRINCIPAL OF THE MINER NORMAL SCHOOL.

To the Superintendent of Schools:

SIR: I am submitting this report for the Miner Normal School under four main headings—

- I. Effect of the administrative changes in policy upon the normal school.
- II. Progress made in perfecting the school's organization.
- III. Educational activities of special significance.
- IV. Suggested changes and additions for the organization and administration of the normal school.

I. EFFECT OF THE ADMINISTRATIVE CHANGES IN POLICY UPON THE NORMAL SCHOOL.

During the past three years the work of the normal school has been made to function better and to bring results more in keeping with our ideals. This improvement has come through the system and order developed in all departments of our schools by placing adequate interpretations upon old regulations and by establishing rules to cover indefinite situations. In addition the superintendent's educational program has disclosed many necessary and worthy objectives for our work. However, I shall restrict myself in this report (1) to a consideration of the effect of the rule requiring a physical examination of all prospective teachers, and (2) to a few comments on the superintendent's meetings with school officers.

1. Since the authorities of the schools are convinced that no teacher should be employed who is not physically fit, it becomes the duty of the city's training

school to direct its attention to the physical upbuilding of its student body. We have attempted to meet our responsibility by joining all the forces at our command in one concerted attack on the problem. Accordingly, the department of physical education has had the support of the entire faculty in its effort to improve the health of the students. A rest and milk-lunch period has been established at mid-morning. Through the courtesy of the tuberculosis society we have cots and blankets for use on the roof garden by underweight students. Conferences have been held by teachers to prevent overcrowding of home work and to insure the proper amount of leisure for outdoor exercise. Through class discussions and the use of charts, and graphs indicating daily health records, the students are led to take a personal interest in their own improvement. The following description of Negro Health Week, which was celebrated during the week of April 8-13, is an indication of the attention being focused on health:

The work was planned and directed by the committee on health activities. The chapel period of each day was used to emphasize some matter vital to the health of teacher and pupil. On Monday morning, Dr. J. N. Jackson, of the Howard University Medical School, discussed in a very practical way the personal health of teachers and recommended the rule of four—*rest, fresh air, proper food, and outdoor exercise*—as a means of improving poor health and maintaining normal physical condition. The remaining program served not only to instruct the pupils but also to suggest concrete methods of presenting health topics to elementary grades. On Tuesday morning a senior student in a very attractive way impersonated Cho Cho the health clown. This was followed the next day by a very delightful presentation of *The Health Fairy* by another student. On Thursday, by means of placards, topics bearing upon the fundamental principles of health were presented. The Friday program was conducted by pupils of the third and fourth grades, who presented a health playlet, *The Wonderful Window*. The activities culminated in a special health clinic for students 7 pounds or more underweight. Dr. Joseph A. Murphy, chief medical inspector, conducted the clinic. He discussed the problem of nutrition and suggested methods of health improvement. He emphasized also the importance of continuing a rational health program during the summer. Another special feature in reference to health will be a health poster contest conducted by the students in the first year normal class. The project is well under way and promises to be interesting and helpful. The health program is extended into the community by normal students presenting health plays suitable to children in various public schools. The playlet, *King of Foods*, which was presented at the National Medical Association, has brought requests for means of teaching health from many institutions, some as far south as Florida.

We believe the care of one's health should be made habitual and the school should offer its full measure of opportunity for the development of correct health habits.

2. The superintendent's meetings with the officers have been of great help to me; for through the questions that arise and the discussions which follow I am not only kept in close touch with the activities of the various sections of the elementary schools but I also get a first-hand explanation and interpretation of the superintendent's ideals and policies. For a long time the principal of Miner Normal School did not attend these meetings. I greatly appreciate the privilege.

II. PROGRESS MADE IN PERFECTING THE SCHOOL'S ORGANIZATION AND CURRICULUM.

Our plan for a graded system of practice teaching (including observation, participation, and responsible room teaching) has had its first complete trial with the present senior class. The teachers in the theory department and those who have charge of the practice schools have been generous in commending the improved results accruing from paralleling theory and practice throughout the entire course. A clearer interpretation of the courses in educational theory, a better grasp of the situation during the period of responsible room teaching and the ultimate development of more intelligent and practical teachers have been effected. Through the constructive interest of the assistant superintendent, the supervising principals have selected definite schools for the carrying out of our plan of systematic observation and the "practice centers" for which I have been pleading have been partially developed.

The new courses offered this year for the first time are oral English (including some work in speech improvement), mental and educational tests and measurements, and educational sociology. The following descriptions indicate what we are attempting in each instance:

Oral English.

The pressing responsibility of the normal school and the normal-school graduate in the cultivation of good-speech habits in the children of the public schools amply justifies the inclusion of oral English in the curriculum this year. This course is aimed primarily at the prevalent acute speech defects in the modern child, and more generally at the slovenly utterance of the average pupil in our schools. The far-reaching influence of the normal-school graduate, who becomes at once a model of speech and an intelligent guide in the improvement of the speech of her children, is incalculable.

With this ideal the course proposes: To correct and improve the voices of the normal-school students; to fit them to detect and eliminate defects in the speech of their pupils; and to give them the power to express their organized thoughts in a pleasing and effective manner. It is built directly upon the oral work begun in the junior year and has intimate interplay with every subject in the curriculum. The instruction in speech correction forms the basis for this course in its fundamental attack upon the common speech defects, through breathing exercises, correction exercises, vocal gymnastics, and tongue gymnastics. With this corrected voice an advanced step is taken in exercises in vocal expression, where the cardinal elements of speech, including inflection, emphasis, phrasing, articulation, and enunciation, are attacked as problems through the interpretation of literature, particularly the literature of children. Simple action and gesture as logical agencies of expression are stimulated in natural situations. The climax of the course is reached in the effective communication to the class audience of an original, well-organized message of vital interest to the group.

Mental and educational tests and measurements.

This course is planned to equip students in training to meet more intelligently, when they become teachers in service, those problems directly arising from individual differences in pupils in the ordinary classroom. The chief aims, in terms of (1) benefit to the prospective teacher and pupils, (2) benefit to the school system at large, are as follows:

1. (a) To develop a broader significance of the term "individual differences" as applied to mental capacity and educational achievement.

- (b) To give training in scientifically measuring these differences.
- (c) To interpret intelligently all data thus found.
- (d) To apply said data to the end of improving instruction.
- (e) To inspire students to continue directed study in this field.

2. (a) To supply gradually the teaching ranks with teachers characterized by a scientific attitude toward their profession.

(b) To make available a group of examiners and statisticians who could function in a bureau of educational measurement and research.

(c) To build up in the Miner Normal School a psychological laboratory or clinic devoted primarily to a study of problematic children.

A detailed study is made of those standardized tests which measure general intelligence and mental capacity and achievement in the different subjects of the elementary grades. Because of the lack of material for measuring mechanical ability our efforts in the field of measuring intelligence are restricted to the use of tests of abstract intelligence.

With the limited material available for this course no more than two tests of any subject have been given. Better results, however, would be secured if the number of tests studied were increased. This procedure would enable the instructor to have her students make a yearly classification of the pupils in our practice schools.

In order to secure accurately the personal and scientific data required in many of the best tests, clinical study should be encouraged. We are, therefore, recommending that a special fund be set aside for adequately equipping a psychological clinic in the Miner Normal School.

Educational sociology.

This course has been introduced because of our belief that the contribution which educational sociology is making to educational theory will be reflected in the improvement of the arts of teaching. While an attempt is made to acquaint the students with the scientific principles underlying group life, the greatest stress is placed upon (1) the effort to have them feel a sense of social obligation, and (2) the study of concrete social situations and problems in our own school and in the primary grades where students observe and teach.

III. EDUCATIONAL ACTIVITIES.

During the year the school engaged in several educational movements of an extra curricula nature. I shall mention three.

Social service.

There has been evidenced an unusual interest in social service. This interest was due primarily to a club of home economics girls who began the work by carrying products of their cooking classes to the sick and needy. They soon extended these activities and in addition aroused the interest of other girls in our school who joined them in their efforts.

Some of their activities are as follows: Carrying food to inmates of Freedmen's Hospital, Veterans' Hospital, Washington Asylum Hospital, and Eighth Street Children's Home; making baby bundles for needy women in the maternity wards of the hospitals; assisting poor families with contributions of clothing and food; raising money for a family who was made destitute by fire; giving Christmas presents to worthy children; carrying flowers to the sick; and assisting in homes where there was sickness.

This work was accomplished entirely outside of school hours, but in many instances it was the outgrowth of certain classroom experiences. The effect upon the school has been very wholesome.

Education week.

An outstanding activity of the year was the observance of American education week (December 4-9). Special and thoughtful attention was given to the subject of public education and its shortcomings with the purpose of arousing the students to the fullest appreciation of the value of an education, and inspiring them with a deeper interest in and sense of duty to the future citizens of the Nation.

The program suggested for the week designated Monday as American Citizenship Day, at which time Miss Caroline Hunt, of the Department of Agriculture, delivered an inspiring and helpful address. On Tuesday, Patriotism Day, Miss Lucy D. Slowe, dean of women, Howard University, spoke on the necessity of a program of patriotism in the schools. Wednesday was devoted to the subject of The School and the Teacher. Prof. Alain Le Roy Locke, of Howard University, delivered a scholarly address on this occasion, arousing the students to a sense of their responsibility as torchbearers of education. On Thursday Mr. G. Smith Wormley, of our own faculty, delivered a convincing and concise address to the school on the subject of Illiteracy. The program was concluded on Friday with an address in the morning by Rev. Emory B. Smith, of the Lincoln Temple Congregational Church, on Equality of Opportunity, and with a health playlet in the evening by students of the junior class. A large number of parents and friends were in attendance.

Geographic Institute.

Perhaps the most distinct innovation of the year, which may prove of great service in directing the educational thought of the teaching corps, was the Geographic Institute held March 15, 1923, at the Miner Normal School. The entire program emphasized the importance and value of geography, its relation to other subjects, and the need of vitalizing this social study in the elementary schools.

The institute was a senior project, enthusiastically organized and conducted by those seniors who had just completed their term of responsible room teaching. In the morning assembly students representing the several theory departments explained the importance and value of geography and its relation to each of the other school subjects. In the afternoon Doctor Swiggett, of the Bureau of Education, delivered an address on the meaning of geography as a school subject.

The principles of geography were exemplified in a series of lessons given by senior students. In these demonstrations the latest and best methods of presentation and the proper means of vitalizing the subject were concretely illustrated, with gratifying results. The material preparation devised and constructed for these lessons and a number of suggestive projects for topics taught in primary grades were exhibited on the second floor.

The institute disclosed far-reaching possibilities for educational progress in the teaching of geography. The project set forth vividly how geography functions in school and community, furnished an incentive toward improvement in instruction, and by outlining relation of geography to other subjects tended to unify the curriculum. In view of the benefits derived, it is hoped that the institute will become an annual event, at which time all the teachers of the elementary schools will meet and discuss the aims, problems, and methods of instruction in geography. Such a proceeding ought to be of untold service in creating a sentiment favorable to a much-needed improvement in the teaching of the subject.

IV. SUGGESTED CHANGES AND ADDITIONS.

That part of our curriculum designed to prepare elementary teachers is differentiated into kindergarten and primary grade courses, with the students in each group receiving sufficient training in the other course to make them intelligent concerning basic principles and methods of procedure. It is the recommendation of the principal and faculty that our program be extended upward through the sixth grade, permitting of another differentiation. We would then offer additional instruction pointed directly at the intermediate grades. The division into kindergarten and first four grades is artificial and has no foundation in modern educational thought. It is not in keeping with the 6-3-3 plan which seems to be established as a part of our educational creed. Ultimately our course of instruction must prepare for the kindergarten, primary, intermediate, and junior high-school grades. Why not begin next year with the addition of the fifth and sixth grades to our organization?

One of the outstanding needs of the normal school is that of an extension teacher whose specific duty would be to follow up and assist the normal graduate during her period of probationary service in the public schools. This teacher would eradicate many of the difficulties arising now from the sudden change in methods and the adjustments necessary to meet the demands of the different personalities under whom the young teacher works. As presently constituted our plan fails to carry over into this trial year the instruction of the normal school. There is a sudden break that is dangerous to the beginner and harmful to the school system. An element of waste enters which should be eliminated.

In closing I wish to thank you, Mr. Wilkinson, and the other officers who have so generously cooperated in making the year's work a success.

Respectfully submitted.

E. A. CLARK.

REPORTS OF HIGH-SCHOOL PRINCIPALS.

NOTE.—The high school principals have submitted a consolidated report on topics of especial interest to their group. On account of certain changes and developments in the Eastern High School and the Armstrong Manual Training School, the principals of those schools have submitted individual reports.

COURSES OF STUDY FOR HIGH SCHOOLS.

The superintendent, with the advice of the high-school principals, has completed a revision and unification of the courses of study for high schools. These courses have been in successful operation during the past year. Their chief advantages are as follows:

They prescribe subjects required for graduation from any high school and thus maintain a minimum of subjects which are needed as a basis for each pupil's course. The required subjects are as follows:

Prescribed subject.	Periods per week.	Years.	Credits.
English.....	5	4	8
Foreign language.....	5	2	4
Mathematics.....	5	1	2
Science (biology, chemistry or physics).....	7	1	2
American history.....	5	1	1
Physical training or military drill.....	2	4	1
Music.....	1	4	$\frac{1}{2}$
Drawing.....	1	2	$\frac{1}{2}$

They allow ample election to suit the needs of individual pupils. Each subject is evaluated on the basis of importance, time, and home work required, and a consistent and uniform credit system is adopted for all high schools.

Such revision is especially timely both for its benefit to the senior high schools and as a basis for the adjustment of high and junior curricula.

TEACHERS' COUNCIL.

The teachers' council is (a) an elective body, (b) representing all branches of the school system, (c) in which delegates of the teachers predominate in numbers and voting strength, (d) which is designed to bring understanding and cooperation among the various individuals and interests connected with the public-school system.

For two years the council, with the approval of the Board of Education and the superintendent, has functioned with a considerable degree of success according to the constitution adopted on June 22, 1922, and presented in full on page 18, Report of the Board of Education of the District of Columbia, 1921-22. The minutes of the council show generally intelligent effort on the part of the teachers to improve school conditions and amply warrant the belief of the superintendent and teachers that such a body can be an effective aid to public education.

While the usefulness of the council has been proved beyond question by two years of constructive effort, various suggestions and criticisms are worthy of consideration.

Are teachers interested?

So far as the delegates are concerned, this question can be answered in the affirmative. The meetings have been exceptionally well attended—better than those of most civic bodies of like character—the discussions have been fearless and searching, both on the part of teachers and officials. On the other hand, it is certain that meetings of groups of teachers called for the election of delegates and for the expression of the desires of teachers have been poorly attended. This is, of course, the vital question of democracy: If the teachers of a great public-school system do not take an active interest in their welfare and that of the pupils in their charge by carefully and thoughtfully selecting their representatives, democracy in education must fail, and we must accept the reign of the superman in education as some nations have done in government.

Should the council consist of teachers exclusively?

The present plan of organization, while giving preponderating voting strength to the teachers, insures open discussion from the viewpoint of both official and teacher. Such debate will frequently bring about a unified plan of action, and will, at least, define issues which, with long-range discussion, might remain vague and troublesome. The oft-repeated assertion that teachers would be intimidated in the presence of school officials or superintendents is not borne out by the council's record—in fact, the reverse seems to have been sometimes true.

Should the council vote?

A final vote after consideration and debate seems to be a natural method of expressing a majority opinion. The objectors to having the council act as a voting body seem to overlook the fact that without some method of obtaining a consensus a clever agitator might obtain misleading publicity.

Should the council supersede other educational associations?

There is no reason why the superintendent should resign from the educational association; why a janitor should leave his union; or why a grade teacher should neglect her grade association. The council's purpose is not to destroy or antagonize, but to summarize educational opinion, in order that the Board of Education may make its decisions with all available evidence before it. Its policy has been to receive suggestions from all sources, either through delegates or after reference to the executive committee which prepares the meeting programs.

Should each group be formally organized?

Thus far the individual groups have been loosely organized and meetings have been held only to decide upon vital questions before the council. The present plan of leaving initiative largely with voluntary associations, of which Washington has a considerable number, may in the end secure more interest and co-operation than that of formally organized groups. This, however, is a matter which experience alone can decide.

The referendum.

The framers of the constitution inserted a paragraph governing the question of program making which reads as follows: "Any action of the executive committee shall be subject to referendum vote of the council on petition of six or more members thereof." It is noteworthy that in the two years of the council's existence, the members have never been compelled to invoke the assistance of this clause to secure an opportunity for a hearing from the executive committee and council.

HIGH-SCHOOL ORGANIZATIONS.

The handbook of the Board of Education for the year 1910-11 contains the following rule governing societies in the high schools, which was adopted by the Board of Education:

There shall be no organization of any society or association among pupils as such, except that musical, literary, and athletic societies or clubs of open membership whose boards of governors shall be composed of equal numbers of teachers and pupils, and senior class organizations in high school, may be permitted on the written order of the superintendent of schools, the same to be reported to the Board of Education.

In harmony with this rule the Board of Education passed the following resolution after hearings and long deliberation:

(1) That on and after this date (December 19, 1916) no student in the high schools of Washington shall be permitted to join a high-school fraternity or sorority; that the penalty for any violation of this regulation be made expulsion from the school.

(2) That high-school students now members of a fraternity or sorority may retain membership until their graduation from school under regulations now in force.

(3) That a committee or commission be appointed to make suggestions for the formation of social organizations to be organized in the public schools.

(4) That hereafter no Greek letter or letters shall be used to designate social organizations to be organized in the public schools.

(5) That hereafter the application of pupils for membership in the different organizations connected with the public schools must be approved by such faculty machinery as may be organized.

This rule continued in force during the years following, but no case was brought to issue under the rule and no penalty was levied for its violation. In consequence the societies forbidden under the rule, after a period of quiescence, continued in operation and actually increased in numbers. This was the situation at the opening of the school year 1920-21.

On July 1, 1921, the Board of Education reaffirmed the rule heretofore given, and, upon the recommendation of the superintendent of schools, stated the principles upon which the rule was founded and adopted regulations governing secret organizations, as follows:

Statement of board's position.

The Board of Education is not opposed to secret organizations among men or women. The board is not opposed to fraternities and sororities in colleges and universities. The board is not opposed to fraternities and sororities in the high schools because they possess some of the common characteristics of such organizations. The board is opposed to fraternities and sororities in the high schools solely because, in its judgment, such organizations are not conducive to the achievement of the best educational results in the high schools.

The Board of Education is opposed to membership on the part of junior high school or high-school pupils in any organization, association, club, fraternity, or sorority whose membership is narrowly exclusive, self-perpetuating, or secret, whose members are required to pledge support of one another as against non-members; whose eligibility requirements for membership are not approved by school authorities and known to all pupils so that all may qualify for membership if they wish; or whose meetings are not held under school auspices and under official faculty supervision. Accordingly, membership on the part of any boy or girl in a junior or senior high school in an organization, association, club, fraternity, or sorority which possesses any of the characteristics to which the Board of Education is opposed, is hereby disapproved.

Methods of enforcement.

To carry out the board's policy the superintendent recommends the adoption of the following rules:

1. That after June 1, 1921, membership on the part of any junior high or high-school pupil in any association, organization, club, fraternity, or sorority which has not been approved by the superintendent of schools is forbidden.

2. That an association, organization, club, fraternity, or sorority which now enrolls in its membership pupils of a junior high or high school shall submit to the superintendent of schools such information as he may require regarding its constitution, by-laws, membership, eligibility requirements for membership, time and place of meetings, programs of meetings, and any necessary information, as a basis for the superintendents' approval or disapproval of said organizations.

3. That all associations, organizations, clubs, fraternities, or sororities which may hereafter be approved by the superintendent of schools shall be placed under the official supervision of the faculties of the several junior high and high schools.

4. Any pupil who, after June 1, 1921, joins, or after October 1, 1921, has not discontinued his membership in any association, organization, club, fraternity, or sorority which has not been approved by the superintendent of schools, shall thereby disqualify himself, or herself—

- (a) From holding a commission or warrant in the high school cadets brigade.
- (b) From holding any position, either elective or appointive, on any school publication.
- (c) From representing his school on any team in competitive athletics, rifle matches, interscholastic debates, or dramatic performances.
- (d) From being certified as eligible to stand for election to any class office.
- (e) From holding any position in a high-school bank.
- (f) From holding any office in any organization, club, or activity which comes under the direction of the school.

(g) From receiving any form of honors other than those awarded for scholarship attainments.

(h) From holding any position as representative of his school.

5. That, after September 1, 1921, and at the beginning of each semester or more frequently, if required, each pupil in a junior high or high school shall be required to furnish the principal of the school with a signed statement, countersigned by one of his or her parents or his or her guardian, indicating the associations, organizations, fraternity, or sorority of which he or she is a member.

It is not the purpose of this regulation to debar a pupil from securing a high-school education, but it is the intention of the above provisions to exclude from representative honors pupils who continue to be members of organizations which exist contrary to the regulations of the Board of Education.

Amendment to Rule 4, page 4.—The provisions of rule 4 shall not apply to members of the senior class in good standing of the school year beginning September, 1921, even though they were on or before May 1, 1921, members of an organization not approved by the school authorities.

Pursuant to this action of the Board of Education, the superintendent of schools took up in conference with the board of high-school principals the application and enforcement of the rule and of the regulations. All parents of pupils in the high schools were supplied with copies of the new regulations and all pupils were required to submit cards of information indicating membership in organizations and pledging a notification to the principal of a purpose to join any organization. The cards required a countersignature by parents. The pledge, signed in the presence of and countersigned by the section teacher, is as follows:

I solemnly declare upon my honor that I am not a member of any organization, association, club, fraternity, or sorority except as stated on the reverse side of this card, and that I will not become a member of such organization without previously notifying the principal of the school in which I am a student.

The superintendent authorized the principals to accept the resignations of pupils who were then members of any organizations which were not in conformity with the rules of the Board of Education, the resignations to be in writing and to include the certification by the officers of the organization that the resignation had been accepted. Wherever such officers' certification could not be secured, the superintendent authorized the principals to accept the written assurance of the parent that the membership had been terminated and that no further participation would be permitted. As a result of this action the resignation of many memberships in unapproved organizations were filed with the principals.

All existing organizations were invited by the superintendent to submit copies of their constitutions and by-laws in order that their character and purpose might be determined. Upon examination by the superintendent, in conference with the principals, these constitutions were tested by the rules and regulations of the Board of Education and were accordingly approved or disapproved. In case of disapproval the members of the organization were advised of this action and of the objectionable features which caused the action to be taken. All cases of membership in organizations under the supervision of religious institutions were held not to be within purview of the rules. Organizations—athletic, art, musical, military, and social—were approved to the number of 94 prior to June 30, 1922. Before the close of the school year the Board of Education adopted an order which was embodied in the following letter to parents sent out by the superintendent of schools on June 23, 1922:

As the executive officer of the Board of Education I feel that I should take this opportunity to advise you that the present rules of the board will be strictly enforced by the officers of the board and that I am sure that the Board of Education will take such further steps during the coming years as it may deem necessary to control the membership of

high-school pupils in organizations that are not worthy of the approval of the superintendent of schools.

Announcement has already been made that resignations from fraternities, sororities, and other unapproved organizations will not be accepted by the superintendent of schools after June 30, 1922, as a means by which such pupils may remove themselves from the effect of the rules governing membership in such organizations. The board advises you of its position at this time with the hope that you will cooperate with the board to the extent of advising your daughter to resign from the sorority before June 30, 1922.

On February 17, 1923, the following supplementary action was taken: Certain high school pupils who continued to belong to unapproved organizations after June 30, 1922, have subsequently resigned from such organizations. In some cases unavoidable circumstances prevented their resigning before the time set by the letter addressed to them by the superintendent of schools under the direction of the Board of Education.

While announcement was made in those instructions that resignations from unapproved organizations could not be accepted by the superintendent after June 30, 1922, as a means for qualifying for participation in certain school activities, it seems desirable to provide a means whereby certain worthy students may be restored to full standing in the school before graduation.

A distinction is to be made between those pupils who resigned in order to remove a disqualification and those students who withdrew from an organization which is being discontinued. The following order is in the interests of pupils in the second group:

Ordered, That a pupil who belonged to an unapproved organization before June 30, 1922, and who resigned from said organization after the aforesaid date may be restored to full standing in the school by the superintendent 90 days after the acceptance and approval of that resignation, provided all of the pupils of the organization shall have resigned and the organization shall be discontinued.

During the past school year, 1922-23, the formation of pupil organizations in conformity with the rules of the Board of Education has continued. The number of organizations approved during the school year totaled 16. Thus the intent of the Board of Education that pupil organizations of the right sort should be fostered has been fulfilled, and only those organizations have been suppressed whose character and purpose were not conducive to the best interests of the schools.

ATHLETICS.

In conference with the board of principals the superintendent of schools has from time to time emphasized the necessity for stricter control over athletics in the high schools and the responsibility of the principals for the proper supervision of this student activity. The eligibility rules governing interhigh-school athletic contests have been revised and clarified. Additional provisions governing athletic relationships between the schools have been incorporated in the rules, which aim to insure complete control by school officials and which emphasize the authority placed in the hands of the respective principals.

A board of appeals has been created, composed of school officials not directly interested in any of the schools, whose function has been outlined by the superintendent as follows:

This committee will act as a board of appeals in all athletic matters, subject, of course, to the regulations of the Board of Education which provide that appeals may be taken from this board to the superintendent, and finally to the Board of Education. In addition, it will be the general

function of this board to act as an adviser to the high-school principals of the respective divisions of the school system in all matters relating to the organization, direction, and control of athletic contests of all kinds.

The board of five high-school principals in the first nine divisions and the two high-school principals in divisions 10 to 13 will continue to assume full responsibility for the carrying on of all athletic contests in their respective divisions under the rules which have already been adopted or which may hereafter be adopted.

In conference, the superintendent, assistant superintendent and the principals have discussed the wider participation by students in the athletics of the schools, the development of intramural athletics, and the relations between the athletic program and the physical training program in the schools.

As a committee of the whole, the board of principals has outlined a course of study in physical training which calls for the development of intramural athletics to the full facilities which the schools afford and coordinates the various kinds of athletic interests with the regular school program of physical training.

REPORT OF THE PRINCIPAL OF THE EASTERN HIGH SCHOOL.

To the Superintendent of Schools:

SIR: The school year 1922-23 stands out as one of the most eventful in the history of the Eastern High School. The increase in the enrollment during the past five years from 400 to 1,260 justified the judgment of those who were responsible for the new building; and the teachers, pupils, and parents look forward to a new era in the history of the school. The outstanding features of the year just closed were:

1. An enrollment on October 1, 1922, of 1,065, the largest, up to that date, in the history of the school.

2. A continuation of the double-shift plan and the addition of four portable buildings to provide for the increased enrollment.

3. An enrollment on March 1 of 1,260, showing an increase in enrollment of 860 within a 5-year period.

4. The change from the old to the new building on March 1, 1923.

5. The equipment of the new building.

On March 1, the pupils and teachers, headed by the school band and a representative gathering of school officials and alumni, marched from the old building, and with appropriate exercises took over the new Eastern High School. By the beginning of the new school year all of the equipment will be installed, the athletic field will be completed, and the school will be able to begin work under the most favorable conditions. The principal features of the new building are:

1. Complete and well-equipped offices for the business and administrative force.

2. Auditorium and stage, with modern equipment, with seating capacity of 1,300.

3. Classrooms equipped with modern single pedestal desks and chairs, with seating capacity for 1,800 pupils.

4. Science department, including physics, chemistry, biology, botany, and general science, provided with the most modern and complete equipment.

5. Provision for woodworking, automotive science, printing, domestic art, domestic science.

6. School library, with 6,000 volumes, with seating accommodations for 100; a public library, placed on the ground floor, to meet community needs.

7. Commercial department, with special equipment for typewriting, book-keeping, school bank, and office practice.

8. Separate gymnasiums for the girls and boys.

9. Athletic field with running track, football field, baseball diamond, and tennis courts.

10. Greenhouse, conservatory, and school garden.

11. Music room, with seating capacity of 200.

12. Lunch room, with seating capacity of 900.

13. Individual lockers adjacent to classrooms to accommodate 1,800 pupils; and 1,500 box lockers for the two gymnasiums.

14. Duplex curtains installed throughout the building.

15. Armory, of sufficient size and equipment to meet the cadet needs of an unlimited number.

16. Rifle range, 165 feet long and 48 feet wide, with 10 targets.

17. Complete and modern heating and ventilating plant.

18. Infirmary and sick room.

19. Alumni room.

20. Vacuum cleaning system.

Of the regular appropriation of \$1,500,000, approximately \$1,400,000 was spent for the building and \$100,000 for the athletic field and improvement of the grounds. The additional appropriation of \$250,000 for equipment brought the total cost to \$1,750,000. It is interesting to note that of the entire appropriation only one-seventh was spent for equipment, although ordinarily from one-fifth to one-fourth of the total cost is given to this purpose.

Very respectfully,

CHARLES HART.

REPORT OF THE PRINCIPAL OF THE ARMSTRONG MANUAL TRAINING SCHOOL.

To the Superintendent of Schools:

SIR: I have the honor to submit the following report. So popular have the technical and vocational features in secondary education become in this community that at the Armstrong School, a building originally constructed to house 350 pupils, the facilities have become totally inadequate to accommodate the present enrollment.

Technical and vocational courses of instruction as shown by the course of study are provided for 14 activities. The economic pressure of the age has made this type of secondary school a necessity.

At the close of school year in June, 1919, the enrollment was 372; the enrollment at the close of this year is 1,148, an increase of over 200 per cent in four years and a total of 798 more pupils than the permanent structure can accommodate. At present these pupils are provided for in 13 portable buildings, having 15 classes. Last year the appropriation bill carried an item of \$100,000 to begin the construction of an annex not to exceed a total cost of \$500,000. An appropriation of \$200,000 more is carried in the bill of this year. At the same time an item of \$50,000 for the purchase of additional land in rear of the present building is carried in the bill. Sufficient land has been bought and the plans for the annex are about completed. It is expected that the work of construction will begin about July 1, 1923. When this annex is completed the total seating capacity of the school will be 1,200.

In the annex new quarters will be provided for the work in automobile mechanics, welding and sheet-metal construction, domestic art, domestic science, printing and linotype, machine shop practice, freehand and mechanical

drawing, lithography, biology, and agriculture. It is our hope that in the very near future the school will own its own gardens and experimental farm.

Summing up, the annex will provide the following facilities: Shops 18, classrooms 3, laboratories 4, library 1, assembly hall with seating capacity of 1,000, lecture room 1, lunch room 1, locker rooms 2, office rooms, emergency room, storerooms, etc., home economic unit 1.

Very respectfully,

ARTHUR C. NEWMAN.

REPORT OF SUPERVISING PRINCIPALS, DIVISIONS I TO IX.

To the Superintendent of Schools.

SIR: In accordance with instructions in superintendent's circular No. 40, February 16, 1923, in which you request the officials of the schools to discuss the most significant administrative changes made in the schools during the past three years, the supervising principals of the first nine divisions submit the following report. In the preparation of this report all participated, each writing upon certain assigned topics. We selected the topics which pertain especially to the grade schools.

STUDY OF SCHOOLHOUSE ACCOMMODATIONS.

The superintendent is certainly to be commended for his systematic plans to remedy the shortage in schoolhouse accommodations. The report setting forth the number of portables, the number of rented buildings, and the number of oversize classes and part-time classes, together with the disadvantages of all of these conditions, was a logical step toward their alleviation. It was a statement which appealed to citizens for their help, and was an unanswerable argument to Congress. The new grade school buildings, additions to old buildings, together with the recent removal of the students from the Eastern High School to the new Eastern High School have already afforded considerable relief, especially to part-time classes. The supervising principals have rendered every possible aid to this program and will continue their efforts to assist until teaching conditions are made more satisfactory.

ESTABLISHMENT OF STANDARD CLASSROOM UNITS.

The establishment of standard classroom units is most desirable from every angle of educational advantage; but conditions of a rising market in both labor and materials make it very hard to carry out plans which may be both theoretical and practical. We wish to commend most highly the organization by the superintendent of a committee of school officials, directly in touch with the various types of classroom instruction, to confer with the municipal architect on plans for the two recently authorized junior high schools. It was the first time in the history of Washington schools where an architect and teachers sat together, all with open minds, to plan to best advantage for both teaching and administration. There was mutual profit in these conferences from which the students will later benefit. The experience of this committee in planning a gymnasium-assembly hall and then having to cut it from the specifications because of a shortage in the appropriation was most discouraging. It is hoped, however, that Congress can be convinced of the educational need for this room and will later supply funds for its construction as originally designed.

The study of standard classroom units should be continued together with plans whereby Congress can be convinced of the necessity of providing funds for practical construction.

CLASSIFICATION OF REPAIRS AND ALTERATIONS TO BUILDINGS.

The continuation of the scheme in force for a number of years of classifying repairs as "urgent," "necessary," and "desirable" is logical. It has occurred to many that the cost of repairs to school buildings in the District is excessive. The problem of securing more repairs and improvements with the money appropriated is not one for this discussion. There is presented, however, a condition which the proper authorities must meet. It is hoped that the closer relation of the school officials with the repair shop will to a large extent provide a remedy. For those of us in the field already with large educational responsibilities it is difficult to find time to study repair requests, their cost, and the best distribution of funds. Here again is shown the need for a business manager.

CONFERENCE WITH CITIZENS.

The preparation of the annual school budget has become a more and more difficult problem every year, not only because of its increasing proportions and complications, but because the annual estimates can not be satisfactorily prepared without giving due consideration to the particular needs of every part of the school system. Citizens' associations and parent-teacher organizations have become seriously concerned because the efforts of the Board of Education along constructive lines of school improvement have not met with adequate support in the appropriations by Congress. The school committees of all community organizations are fully informed as to the outstanding needs of their neighborhood schools and desire not only to present their requests to the Board of Education but to assist in every way in any broad campaign for school betterment.

With a view to affording an opportunity for community organizations to make known their requests to the Board of Education, the plan of holding conferences with representatives of civic bodies was inaugurated two years ago. Each year a meeting was held in the spring just previous to the preparation of the next budget, and another was held in December of the same year just after the estimates were presented in Congress. The large attendance of enthusiastic delegates at each conference gave evidence of the deep interest of the citizens of the District of Columbia in the welfare of the public schools. The value of these conferences to the citizens and to the Board of Education may be stated as follows:

1. They afford opportunities for the presentation to the Board of Education of the outstanding school needs of the several communities, with suggestions for school improvements.
2. They acquaint the citizens' bodies with the details of the school budget, and especially with those parts of the budget that are related to their neighborhood schools.
3. They reduce to a minimum misunderstandings on the part of citizens' organizations regarding the plans of the Board of Education for school betterment.
4. They reveal to school committees the peculiar difficulties that confront the Board of Education in obtaining appropriations for the development of a better school system in this city.
5. They bring about a sympathetic understanding of the broader aspects of the aims of the Board of Education in matters of school policy and school development.
6. They tend to enlist and unify the support and the influence of the citizenry of the District in convincing the committees of Congress of the outstanding needs of the schools.

MILK AND CRACKER LUNCHES.

No innovation has been more enthusiastically carried out, or has been more productive of good results than has the introduction of the milk and cracker midmorning lunch. The fact that malnutrition is prevalent among school children has long been known to educators. It has been equally well known that the breakfast of many children is insufficient, not from poverty alone, but because of haste, improper food, disinclination to eat in the morning, and other reasons patent to all workers among children. All agree that the well-nourished child is better fitted both mentally and temperamentally to receive instruction than is the undernourished child. The need of an extra meal, especially for the younger children, has long been recognized, and the bringing from home of a lunch to be eaten during the morning session has been encouraged among the kindergarten children. These lunches, however, were not always judiciously planned nor of proper nutritive value. The milk and crackers supply the proper kind and amount of food, and the results in increased vitality and decreased fatigue have repaid the labor involved. With the introduction of this midmorning lunch at school milk drinking has become the fashion, the older pupils as well as the younger ones have adopted it, and children who objected to drinking milk at home have learned to drink it at school. The value of milk as a food is so universally acknowledged that the habit of drinking it daily is an excellent one for the schools to inculcate.

PARENT-TEACHER ASSOCIATIONS.

Parent-teacher associations, home and school associations, or mothers' clubs as they are variously styled are not a new feature of the District public schools, they have been an active, helpful influence for many years. At the time of the World War, however, when the time and effort of all persons, mothers and home-makers included, was in such urgent demand for the great emergencies that arose, all other interests were put aside and the women of the home-school associations responded to the many other calls upon them. During the past three years these associations have renewed their activities, new associations have been formed, their functions have been broadened and they are again a potent factor for the good of the schools.

At the individual school with which the association is affiliated, the interest of the organization has taken the practical form of procuring for the school desirable articles which school funds are either unavailable or insufficient to supply. The associations have furnished playground apparatus and directors, made more attractive and comfortable teachers' rooms, presented pictures and casts to beautify the building and victrolas to inculcate a love of good music. They have taken charge of, or assisted in, the serving of the milk and cracker luncheon and have supplemented the teachers' work in many other helpful ways.

In the campaign for better and more adequate housing, a seat for every child, smaller classes, and larger playgrounds these associations worked with zeal and enthusiasm; and they were especially active in trying to secure the passage of the reorganization and salary bill, sending to Congress in the closing days of the session a large delegation to plead for its passage. Splendid co-operation, bringing fruitful results, is thus secured between the home and the school.

ASSIGNMENT OF ADMINISTRATIVE PROBLEMS TO SUPERVISING PRINCIPALS.

The supervising principals feel that the special assignments of city-wide administrative and educational problems made to the individual members of

their corps at the beginning of the school year 1921-22 has worked a decided benefit to the school system. It has given them broader outlook over the educational features of the school system than the work in one division could give and has tended to better and more uniform procedure in the administration of the schools. The corps has felt the stimulus of this enlargement of its activities and has rendered correspondingly improved service to the schools since the assignments were made.

Full reports were made to the superintendent, at his request, by the several supervising principals on the work undertaken and accomplished by them during the year in their special assignments. These reports, with comments by the superintendent, were published in the report of the Board of Education for 1921-22; therefore it does not seem necessary to refer here to the character of the work done by these supervisors during the present school year further than to say that it has continued along the same lines pursued and reported upon last year. The supervising principals, as a body of school officers, welcome increased responsibility for the betterment of the public schools of the District of Columbia.

DUTIES OF ADMINISTRATIVE PRINCIPALS.

The giving of somewhat enlarged duties to the administrative principal and the careful defining of these duties has resulted to the benefit of the schools. The increased local direction has relieved the supervising principals of much detail of administration formerly required of them. This fact, together with the increased number of administrative principals in the school system during the past year, has made it possible for the supervising principals to take on the larger duties of school administration given them by the superintendent in the special assignment of administrative and educational problems. The creation of the administrative principals is a forward step in the best development of the school system.

PHYSICAL EXAMINATION OF ALL PROSPECTIVE TEACHERS.

Good health is a boon to all, a great asset in striving for success in any calling. To the teacher it means even more than it does to many other classes of workers. The nature of the teacher's work is such as to make good health well-nigh an absolute essential to the highest degree of success. The physical examination of all prospective teachers, by direction of the superintendent, in September, 1920, was made a part of the examination procedure required by law. This seems a natural, proper, and eminently wise policy to establish. The practice in the course of years must bring desirable results. If further argument were needed in support of the practice, it is to be found in the provisions of the teachers' retirement law.

AGE LIMIT FOR APPOINTMENT OF TEACHERS.

Another policy which administrators of school systems will generally approve is the establishment, in March, 1921, of a maximum age limit for initial appointment as teacher in the public schools. Sufficient reason for inaugurating this policy likewise is found in the wish to maintain high standards of efficiency and to effect a proper operation of the retirement law.

BASIS FOR WITHHOLDING LONGEVITY PAY.

Application of the provisions of the appropriation act forbidding the payment of any longevity allowance to a teacher with an "unsatisfactory" rating, was made less drastic in September, 1920. This was done by basing the adverse

judgment on the ratings running through a period of several years rather than on the rating of any one year. This more liberal interpretation meets all the necessities of such cases and at the same time removes the possibility of doing an injustice to a teacher. We believe the change in method to be just and right.

AGE OF PUPILS FOR ENROLLMENT IN KINDERGARTEN AND FIRST GRADES.

The supervisors feel that the action of the Board of Education in fixing November 1 and March 15 as the time limits for the first admission of pupils into kindergarten and first grade classes has been a distinct advantage to the schools. Especially is this true in the case of pupils entering the first grade with no knowledge of first-grade work. The reasons are obvious and need not be given.

FIVE-HOUR DAY FOR KINDERGARTENERS AND FIRST AND SECOND GRADE TEACHERS.

The formal adoption by the Board of Education in October, 1920, of a five-hour teaching day in place of one of three hours for teachers of kindergartens, and of three and one-half hours for teachers of first and second grades, made possible much individual instruction of slow and retarded pupils who have been brought back for such work in the additional hour and a half added to the school day. Teachers have been helped in that the extra time one day in each week has been assigned to them for visiting model schools, conferences with their directors, or for preparation of classroom work. The success of this change has been such that the board this year has provided that the regular school day for pupils in first and second grades shall be five hours, and that where a first or second grade class has a room to itself the pupils shall return for the two-hour afternoon session as in the upper grades, this rule to take effect in September, 1923. In case two classes are compelled because of lack of room accommodations to occupy the same classroom said classes shall be termed part-time classes. This procedure conforms to the custom prevalent in nearly all the cities of the country.

SUPERINTENDENT'S MEETINGS WITH SCHOOL OFFICERS.

Continuing the plan inaugurated two years ago by him, the superintendent held formal and informal meetings with the supervising principals, principals of normal schools, and directors of special departments. For the formal meetings topics to be discussed and officers to conduct discussions were assigned in advance; at the informal meetings matters of general moment were presented and considered. These meetings, covering a wide range of subject and discussion, were most instructive and inspirational, and, in unfolding to the field officers the administrative and educational views of their superintendent, were instrumental in shaping the school policy, as they clarified problems and made for better solution of them, and they indicated the importance of uniform procedure and emphasized the value of division of responsibility in carrying on the school business. It does not seem too much to say that these meetings were an important factor in the year's improvement of the school system.

The following and other topics were discussed at these meetings: Readjustment in school administration, junior high schools, teachers' salary schedule, schoolhouse construction policy, duties of administrative principals, five-hour day program, repairs to buildings and furniture, junior Red Cross, cooperation in promoting safety in the city, defective hearing and eyesight, defective speech and progress in its correction, improved lighting of school buildings.

COMMITTEES OF TEACHERS ON REVISION OF COURSES OF STUDY.

The supervising principals were each called upon by the superintendent in March, 1921, to name four teachers in his division to serve on committees to revise the course of study of grades 7 and 8 in mathematics, history, English, and general science. The high school principals also nominated teachers for these committees and for the additional one of modern languages. From the list of teachers submitted five committees of nine members each were formed, these being representative of senior high schools, junior high schools, and elementary schools. These committees were instructed to prepare a course of study in the subjects named for the junior high school. Reports, covering instructions and outlining courses of study, were submitted to the superintendent, and are being considered by the committee on junior high schools.

PROFESSIONAL MEETINGS OF TEACHERS.

The committee on teachers' institutes, members of which committee were selected by vote of the various groups of teachers, known as the "superintendent's council of teachers," has provided programs for and managed the business of teachers' institutes since November, 1919. At the first institute held January 23, 1920, in addition to addresses on general educational subjects, sectional meetings on junior high school arithmetic, geography, Latin, and high school English were held. These sectional meetings not proving satisfactory, the committee has since held to the policy of bringing before the teachers speakers of national importance to discuss questions that would furnish inspiration and instruction to the entire body of teachers.

At the institute meetings of 1920-21 and 1921-22 some of the speakers were:

L. D. Coffman, dean, College of Education, University of Minnesota.

William C. Bagley, Teachers College, Columbia University, New York.

David Snedden, professor of education sociology, Columbia University, New York.

Payson Smith, State Commissioner of Education, Boston, Mass.

Frank V. Thompson, superintendent of schools, Boston, Mass.

C. Alphonso Smith, department of English, United States Naval Academy, Annapolis, Md.

At the meeting held February 12, 1923, the following were the speakers, with their subjects:

Democracy's peril—The teacher to the rescue, Henry Louis Smith, president Washington and Lee University, Lexington, Va.

Some inequalities in American education to-day, Miss Charl Ormond Williams, field secretary National Education Association, Washington, D. C.

Educational movements of to-day, Frank P. Graves, State Commissioner of Education, New York.

POLICY REGARDING THE COLLECTION OF MONEY IN THE SCHOOLS.

The statement of the superintendent to the Board of Education on November 3, 1920, recommending that collections of money from pupils which had prevailed to such an inordinate extent during the period of the World War be discontinued or at least reduced to a minimum had the effect of materially checking the practice. It has not, however, prevented numerous applications from the promoters of various projects, worthy and unworthy, who seek to use the school children and teachers as their agents. In most cases, however, the superintendent and the board have taken a firm stand in refusing to permit the school organization to be made a collecting or advertising agency for such enterprises.

RULES AND REGULATIONS FOR THE OUTSIDE USE OF SCHOOL BUILDINGS.

While the rules governing the outside use of school buildings, adopted January 10, 1922, have served to establish uniform standards for the operation of community centers, and have clearly set forth their relations to the school system, it is suggested that a regulation with respect to the responsibility of the community secretaries and their employees for the care and preservation of school property be added to the present code of rules.

Principals and teachers of the day schools, the permanent tenants of the school building, are held to an accountability for damage and losses, and it is therefore only just that those who control the evening activities should be so held. Such an additional regulation should safeguard the school property and vest in the principal the right to determine what portions of the building can safely be used for the evening activities and what rooms should be exempt from such use.

Better cooperation between the day janitor and the night janitor should be secured, and an adequate force of employees should be provided by the community center so that the good sanitary condition of school rooms and toilets shall not be impaired by constant use and made unfit for the occupancy of the day pupils.

When the utilities of a public-school building are used at night for any purpose it is essential that they should be left in a clean and sanitary condition, and that property damage and losses be if possible avoided. This can only be accomplished by lifting the responsibility from the shoulders of the principal and placing it upon the authorized head of night activities.

BRANCHES OF PUBLIC LIBRARIES IN SCHOOL BUILDINGS.

The trustees of the public library and the members of the Board of Education approved the plans of the superintendent of schools and the librarian of the public library in the schools, but these plans depended, in the main, upon the erection of new buildings or the enlargement of old ones. As school congestion is thus relieved from time to time, branches or stations can be opened. At present the only openings that seem to be available are two junior high schools, the new and possibly the old Eastern, and such elementary schools as the new Tenley and the new Bell. On account of its location, the Cleveland School having some vacant space, is worthy of consideration in determining the placing of branch libraries.

Very respectfully,

E. G. KIMBALL,
R. L. HAYCOCK,
Committee.

REPORT OF SUPERVISING PRINCIPALS, DIVISIONS X TO XIII.

To the Superintendent of Schools:

SIR: The supervising principals of divisions 10 to 13 submit the following report on the effects which administration changes recommended by you during the past two years have had on the administration of education in the District of Columbia:

FIVE-HOUR DAY FOR KINDERGARTENS AND FIRST GRADES.

The first grades are being put on a schedule of five hours as rapidly as the physical conditions in the several buildings of the city warrant. The ques-

tion, however, as to the utilization of the kindergarten teachers is quite prominent.

As early as the first week in November last, permission of the assistant superintendent's office having been obtained, the kindergarten teachers of the thirteenth division were requested to devote the major portion of their extra time from 1 to 3 o'clock p. m., three or more afternoons a week, with speech defectives in their respective buildings. In preparing for this work the kindergarten teachers met weekly for a month or more with Mrs. I. W. Tyler, who is placed in charge of this work, and her assistants, where they were carried through an intensive, well-organized course in the necessary fundamentals, namely, corrective exercises, vocal exercises, voice production, tongue gymnastics, and breathing exercises.

In buildings where the speech-defective teacher makes her regular visits, the kindergartners act as their aids, working under direction while she is present, and carrying on the work during her absence. In buildings where the speech-defective teacher does not visit, this work is entirely in the hands of the kindergarten teachers.

The assumption of this particular work is entirely voluntary on the part of the kindergarten teachers. They started in with enthusiasm, interest, and characteristic intelligence. They have consistently maintained this attitude, so that now in every school where a kindergarten is located original or supplementary work is being done. Frequent visits are being made on Friday afternoons to the speech clinic for work, instruction, demonstration, and participation in order to keep in close touch. Good has resulted, many benefits derived from this experiment to both the children and the kindergarten teachers. Marked improvement in children's speech may be noted. Incidentally, the teachers are more careful in their enunciation. The interval between the itinerant teacher's visits instead of being lost to the pupils, has become a source of added strength; more individual instruction is made possible. In buildings not on the visiting teacher's program there would be no work of this nature if it were not for the kindergartners.

ESTABLISHMENT OF BOARD OF APPORTIONMENT.

The board of apportionment had demonstrated its usefulness and more than justified its being since its inception, April 20, 1921. Lump-sum appropriations have been divided according to the law, according to the greatest need. It is not evident, however, why allotments can not be apportioned in thirds instead of in fourths, thereby allowing two working months in first section, namely, September and October, for consideration of needs and expenditures rather than the lapsing of funds at end of September, immediately after the opening of school.

RESEARCH AND MEASUREMENTS.

The committee on educational research and measurement continued its work in organizing and administering all such work in the high and elementary schools. The superintendent followed his plan of last year in not restricting the committee to any definite line of procedure. The evident needs in the system consequently suggested the course to follow. The general plan as to the scope and aim is the same as outlined in last year's report.

The allotment of a small amount of money by the board of apportionment made possible a testing program more intensive than that of last year. A delay in printing, however, precluded the giving of a test of mental ability in the S-B grade before the ending of the first semester. It was given to the 9-A

pupils in Armstrong Manual Training High School, the Dunbar High, and the Shaw Junior High early in the second semester. The intelligence quotients obtained and records completed, thus maintaining continuity in this particular phase of the work.

The following table indicates the testing program for the year:

	Grade.	Date.
A test of mental ability.....	9-A, all.....	As of Feb. 6.
Test in music appreciation.....	8-B, one.....	Apr. 26.
Reasoning test (Monroe).....	7 and 8.....	May 10.
Illinois general intelligence test.....	8-B.....	May 15.
Cleveland survey test in arithmetic.....	3-B through 6-B.....	May 17-18.
Test in grammar.....	5-B, 6-A, 6-B.....	May 22.
Geography in South America.....	6-B.....	June 1.
Grammar.....	7-A through 8-B.....	June 5.
Geography of Asia.....	7-B.....	Do.

The tabulation and study of results of the several tests are to be made this year as usual with appropriate recommendations to the superintendent's office. Likewise such reports are given to the supervising officers and through them to the teachers concerned for the betterment of our children.

CITIZENS' CONFERENCE WITH THE BOARD OF EDUCATION.

A survey of the physical needs of the school system of the District of Columbia disclosed the following facts: First, too many overcrowded classes; second, classes above the second grade on half-time schedule, and third, in many cases little if any playground space. In many classes the enrollment was beyond 45, indeed, classes above 42 was the rule rather than the exception. In several classes the enrollment was 50 and over. In several buildings it was necessary to place third and fourth grade classes on half-time. Many buildings had and still have practically no play space and the purchase of ground was impossible because the ground needed was in highly congested districts and at prohibitive prices.

In order that the citizens might be aroused to these unfortunate conditions, civic associations already organized, civic associations newly organized, and parent-teacher associations inaugurated a campaign having for its purpose the relief of these conditions. Meetings were held in various parts of the city and with the Board of Education. As a result public sentiment favorable to the amelioration of these conditions was created. Representatives of these associations in conjunction with school authorities appeared before the committees of Congress and presented the needs of the school with so much earnestness that favorable legislation was recommended and finally passed by the Congress.

As a result of the active support given the Board of Education by these associations appropriations were made for the benefit of the schools as follows:

1. The erection of a two-room brick building on the present site of the Chain Bridge Road School, tenth division.
2. An eight-room extension to the Garrison School, tenth division.
3. The purchase of ten lots, square 1215, adjoining the Phillips School site for additional play space, tenth division.
4. For the purchase of a site in the vicinity of R and Twentieth Streets NW. for the erection of a junior high-school building, tenth division.

5. The purchase of a site and the erection thereon of an eight-room addition to the Mott School, eleventh division.

6. An eight-room extension to the Burrville School, eleventh division.

7. The purchase of a new site and the erection thereon of a four-room building to replace the Smothers School, eleventh division.

8. The purchase of additional ground and the erection thereon of an eight-room addition to the Deanwood School, eleventh division.

9. The purchase of a site and the erection thereon of a 16-room building to replace the John F. Cook School, eleventh division.

10. The purchase of additional ground in the rear of the Garnet-Patterson School for the erection thereon of an assembly hall and additional classrooms, eleventh division.

11. An eight-room extensible building to replace the Bell School, thirteenth division.

12. Eight rooms are now being added to the Lovejoy School, thirteenth division.

DUTIES OF ADMINISTRATIVE PRINCIPALS.

Administrative principals with an enrollment of 900 or more children organized classes in grades 2 to 8, inclusive, into groups most favorable for instruction; that is, advanced, average, and slow groups. Many advanced children were able to shorten by one or more semesters the elementary school time. The advanced groups did more than the maximum requirements of the course of study in literature, composition, history, and geography. The slow groups worked up to their abilities under more favorable and sympathetic conditions.

In the effort to reduce retardation, tests have been given to discover individual and group weaknesses. Possible means of overcoming these were studied and tried out with favorable results. When failures seemed probable, small classes were formed and taught by the administrative principal. Parents were notified of the efforts being made to strengthen the pupils and were requested to lend encouragement. A number of these children advanced to the next grade.

The administrative principal of the Garnet-Patterson School, in addition to grouping the children according to mental ability, reorganized and strengthened departmental teaching in the grammar grades.

Administrative principals have held frequent conferences with teachers for the discussion of the best methods to secure maximum results. Supervisory visits to classrooms were made to assist teachers to carry out these plans. In addition, the principals have reinforced these efforts by giving demonstration lessons themselves.

Eighth grade teachers were enabled to observe demonstration lessons in other buildings without any loss of time or lessons to their children. The administrative principals acted as substitutes for them.

This year the administrative principals asked the teachers to submit a set of questions which they would employ in examining themselves as teachers—a sort of introspection written out in the form of a self interrogation.

What does the administrative principal look for when visiting a room? In answer, a carefully thought out plan for observing the work of teachers was considered with them and approved.

Classroom teachers have been relieved of many discipline problems.

Individual pupils whose temperaments needed careful and sympathetic training have received time and attention sufficient to enable them to adapt themselves to group requirements.

The wider contact between the administrative principal and the parents has secured a reduction in the number of overage pupils leaving school and a closer and more intelligent cooperation between home and school.

Consultations with the administrative principals in the matter of teacher rating have disclosed additional data which have made rating by the supervising principal more satisfactory.

Supervising principals have observed a marked improvement along all lines of school work, due to the efforts to apply the recommendations made by the superintendent in his annual reports of 1920-21, 1921-22.

Yours respectfully,

J. C. NALLE, Tenth division.

M. P. SHADD, Eleventh division.

W. S. MONTGOMERY, Twelfth division.

J. C. BRUCE, Thirteenth division.

REPORT OF DIRECTOR OF INTERMEDIATE INSTRUCTION.

To the Superintendent of Schools:

SIR: Inasmuch as I joined in the report made by the supervising principals with regard to administrative changes noted in your annual reports of 1921 and 1922, I shall not discuss all topics which were included in the report.

SUPERINTENDENT'S MEETINGS WITH SCHOOL OFFICERS (1921-22).

While stated meetings of the supervising principals have been held by all former superintendents, in most instances, weekly, those which you have conducted during the last three years have been more effective than previous meetings, in that the directors of special work have been included, and especially useful have been those conferences designated as formal meetings, each alternate week, given over to the discussion of purely educational topics. The value of such conferences can not well be overestimated.

FIVE-HOUR DAY FOR KINDERGARTENS AND GRADES I AND II (1921).

Probably no subject has engaged the attention of the school officers in their meetings quite so much as this and none has seemed to present greater difficulties in finding a practical solution. I think the discussion has been all along somewhat clouded by the assumption that half-day teachers, in order to meet the terms of the new requirement, are expected to bring back to the school groups of pupils who for various reasons are reluctant to return or whose home conditions or the distance from the school make it inconvenient for them to do so. Added to this has been the necessity in most buildings for such returning groups to occupy hallways, stairways, playrooms or other equally unsuited places without seats or appliances while being instructed by their respective teachers.

My opinion is that it is a mistake to assume that the requirements are not met unless groups of pupils return to school in the afternoon or come to school in advance of the afternoon session with all the disadvantages which attach to such a requirement. As I view it the purpose of the regulation is, to quote the language of the superintendent, to see that all elementary teachers "shall render a full day of professional service * * * in their own or other classes."

My experience and observation in the small group of schools of which I have immediate supervision convince me that all the inconveniences attached

to the plan of having children return to school to be taught in out-of-the-way places are obviated when a half-day teacher complies with the five-hour day requirement by coaching groups of the pupils of the afternoon or of the morning teacher as the case may be instead of forcing the attendance of her own pupils. All that is needed is a cordial spirit of cooperation between the two teachers concerned. The pupils are then taught in their own school-rooms and under normal conditions with every appliance at hand. This, it seems to me, is the simple and direct solution of the five-hour day problem for half-day teachers. The success of the plan, however, depends entirely upon the maintenance of a good understanding and practical teamwork between the teachers involved. In each case the character of the work to be done by the visiting teacher should be determined by the teacher whose pupils are to be taught.

THE APPOINTMENT OF TEACHERS' COMMITTEES FOR THE SELECTION OF TEXT-BOOKS (1921).

The superintendent's plan of selecting representative teachers to make recommendations for the selection of suitable textbooks was an excellent one. The two committees representing the high schools and the elementary schools respectively submitted reports which were duly approved by the superintendent and afterwards by the Board of Education. Owing to the lack of money the recommendations of the elementary school committees, although made in January, 1921, have as yet been realized only in part. The new texts in language and grammar designed to displace those which have been in use for nearly a quarter of a century have not been fully supplied to the pupils.

Thousands of geographies containing reading matter and maps which are out of date and consequently inaccurate in important particulars, are still in use and must be until a material increase in the appropriation is secured. Other texts such as a civics of grade 7, and a physiology for grade 5 have never been purchased even in part while numerous desk books and other supplementary material wait upon the time when funds can be made available. For these reasons investigations of the textbook committee in their search for the best and most suitable textbooks have not proved as helpful as might have been expected under more favorable conditions.

The necessity of supplying the seventh and eighth grades of the four new junior high schools with textbooks, most of them of a different character from those used in the other seventh and eighth grades has made considerable demands upon the appropriation for free textbooks and supplies.

It is true that the seventh and eight grades going into the junior high schools have released a large number of books, but it is found that quite a percentage of these are in such condition as to make them unfit to be re-issued. It seems inevitable that as the development of the junior high school goes on there must be a large increase in the present appropriation or a separate fund must be provided for junior high school textbooks.

Very respectfully,

A. T. STUART.

REPORT OF THE DIRECTOR OF PRIMARY INSTRUCTION.

To the Superintendent of Schools:

SIR: I have the honor to submit herewith my report as director of primary instruction for the year ending June 30, 1923.

Since this report is to consider first the administrative policies of the past three years that relate definitely to the work of the primary department, it is necessary to make a statement in regard to the specific function of the department. Its function is educational rather than administrative—administrative only when this is needed to fulfill educational purposes. The department should be an effective instrument in the hand of the superintendent to interpret and carry out his educational policies and should be subject only to him. It is the belief of the present director that while school officials who deal with educational policies should do creative, constructive thinking and planning in their own fields, it is necessary for the vitality and progress of the school system that there be a unity of purpose and plan throughout the organic whole.

No school system can be strong unless the work of the first six years be based on sound educational policy. These years should give to all children the fundamental training necessary to meet the demands of life, should the school career end at this period; they should give adequate preparation for meeting the requirements of grades 7 and 8 as a basis for high-school work; and they should give the type of training that will send on pupils prepared to meet the selective opportunities of the junior high.

The primary department has the responsibility of the first four of these six years. There are three outstanding phases of this responsibility.

Right educational opportunity for all the children of the community.

The development of city-wide ideals and standards of instruction in these grades.

Increasing the efficiency of the teaching body.

No administrative act for years has done more for the forward movement of our primary schools than the establishment in October, 1920, of a five-hour teaching day for teachers of grades 1 and 2. Two motives lie back of this ruling.

A. All teachers of elementary schools are receiving the same basic pay and the establishment of uniform hours of teaching service seemed wise in order that there should be no possible discrimination against teachers of these grades in any future salary adjustment.

B. A recognition of the fact that three and a half hours was not sufficient time in which to accomplish what should be accomplished with children in these grades. If we are to get away from the old lock step in education and to develop the individual capacities of children along the line of their native tendencies, there must be a longer school day in which to build up attitudes, skills, and habits consistent with the powers of the individual child. In City School Leaflet No. 6 the Bureau of Education publishes some statistics in regard to the number of hours per day in Grades I and II in 140 cities having a population of 30,000 or over. Sixty-four of these cities have a school day of five hours or more, while of the remaining 76 only 3 have less than four hours a day. Washington is one of the three.

The policy of the Administration launched in October, 1920, and adhered to strictly in carrying out a program of a five-hour teaching day was to use the added hours of teacher service for the educational advantage of the children in the teacher's own class and to make a program that would prevent a perfunctory filling in of time or occupation in work for which the teacher was not employed. This time has been used for nature study trips, for excursions connected with community civics, for dramatization, for work with small groups who have special need of help and for doing many of the things the short school day would not permit of. This program has been carried out by teachers working with their own pupils or in an exchange of service with another

teacher doing similar work. With two classes in almost every classroom, with every bit of available space about our buildings already in use, many problems developed. The solution of these has required both vigor and tact. It is a tribute to the administration and to the body of teachers themselves that at the end of the third year this work is going smoothly and that the morale of the schools is good.

Three distinctly good results have grown out of this ruling for a five-hour day for teachers of grades 1 and 2:

I. A recognition that every class working on a basis of three and one-half hours is a part-time class.

II. A recognition that each class to have sufficient time and right opportunity for work should have a classroom. Hence, the slogan "A classroom for every class in the elementary schools of the District of Columbia." There are now 81 classes out of 265 having their own classrooms and working on a longer schedule.

III. The amount of individual teaching given children has produced work of better quality and raised the general level of work in grades 1 and 2. If a scientific study of reteaching in these grades could be made for the past five years, it would most likely show a real decrease in retardation during the past three. Here we need an adequate department of research to be able to know accurately to what extent our schools are really influenced by such measures.

Superintendent's circular No. 3, September 11, 1920, states that "Children 6 years of age and upward by November 1 are eligible for admission to the first grade during the period of enrollment for the first half of the school year.

"Children who are 6 years of age or over by March 15 may be enrolled at the beginning of the second half of the school year."

This has definitely settled a controversial point. The practice regarding entrance had been lax and there was much irregularity. There is still some laxity in regard to this, and it is urged that this ruling be strictly enforced throughout the entire city and that no exceptions be made without the approval of the superintendent. This may be to the disadvantage of a few children of superior ability, but until our schools are organized to take care of these children before school age, they will be better off remaining out of school and progressing more rapidly when they do enter. It is urged that every effort be made to get all candidates for grade 1 to enter at the beginning of the semester. It would not only be productive of more efficient work but would aid greatly in reducing retardation.

The superintendent's ruling in 1921, that teachers were to be appointed not on achievement alone but on their prognostic value, and that no teacher was to be placed on the permanent force who in her probationary year did not give promise of being more than a "fair" teacher, has defined for all rating officials a uniform policy in regard to the permanent appointment of probationary teachers. I have personally felt in some very difficult situations the strength that has come from the vigorous upholding of this policy by the superintendent.

There are in the primary grades approximately 550 classes. During the year 1921-22 there were 141 probationary teachers. Of this number, 93 are from all parts of the country, all types of training, all sorts of experience. Of this group, 4 have shown marked ability, 11 are good teachers, 23 are mediocre, 16 are only fair, lacking in ability and fundamental training, 11 have been discontinued, 7 have resigned, 21 have been in too short a time for real estimate.

Sixteen are former teachers reinstated. Of this group, 4 have taken hold without loss, 12 are passing through a period of adjustment; some of these will be very valuable.

Thirty-two are graduates of the Wilson Normal School. Of this group, 7 have shown unusual ability, 10 are good, strong intelligent teachers, 6 are good, 8 are fair.

These teachers are superior in general to those coming to us from other sources. There is wide variation in ability, but as a group we have reason to be proud that our schools have turned out so fine a product.

The report for the year 1922-23 is not yet complete. In numbers it will run slightly below that of 1921-22, but the variation will be quite as great.

The following means for teacher training have been used by the primary department:

Meetings, two types for each grade. General, for all teachers of a grade; to present specifically what is expected in the way of accomplishments; to discuss methods of carrying out educational ideals; to discuss problems of general interest; to give inspiration and uplift. Group: These smaller groups are for the purpose of bringing together in closer contact teachers who are on somewhat the same professional level or have many needs in common. Group A, superior and good teachers; for readings and discussions of newer phases of educational thought as related to own problems; for bringing together in different ways results of experiments made in own classrooms, or reports from other sources. Group B, teachers new to grade or who need specific help in subject matter and method, or interpretation of the course of study. In grades 1 and 2 where a part of the school time is taken for this work there is a little more intricate planning and closer grading.

Visits to classroom by director and assistants for purpose of inspection, remedial suggestions, appreciation, and encouragement.

Demonstration teaching in classroom by director and assistants.

Demonstration lessons by superior teachers, followed by discussions, led by the director.

Personal conferences.

The following educational principles have been emphasized with all primary teachers:

1. The right of each individual to develop along the line of his instinctive tendencies.
2. The right to progress at a rate consistent with his native capacity.
3. Opportunity through the daily adjustment of the classroom and of other school activities for the development of citizenship and the social ideal.
4. Opportunity through the school to enlarge and enrich his store of experience by bringing him in contact with the natural, social, and industrial forces of the community in which he lives.
5. Absolute mastery of the fundamentals required by the course of study at the same time that these fundamentals are regarded as tools for efficient living and not ends in themselves.

As an effort to meet individual differences in learning, 20 children who had failed in the beginnings of reading were selected from different first grades and a class established in the Buchanan School. It was the purpose of this experiment to find out what were the handicaps in the way of these children and to discover ways of meeting their handicaps. These children were all tested by the Terman revision of the Binet-Simon test, and the I. Qs. of the group ranged from 67.7 to 100.7. It was not the intention to admit to this special group children so far below par mentally that they would be classed with the feeble-minded but those slower-moving children whose needs were not being met in the ordinary classroom. The ages ranged from 6 years 2 months to 9 years 4 months, and school experience from two semesters kindergarten with one in first grade to seven semesters in a first grade.

An examination of the test and a study of the children showed that, with one exception, a really low-grade child, these cases had abilities at the same time that there were marked disabilities. They were not well-balanced children, but the kind of material to make the study valuable. A diagnosis based on the findings of the test and on a study of each child and his surroundings and general home condition was made and a working plan formulated.

The first thing attempted was to make them happy, to make them believe in themselves, and to overcome the deep-seated discouragement that comes from repeated failures. In the beginning the teaching was almost individual and with some children is still, but out of the 20 individuals has emerged a group of from 10 to 12 who can work together with somewhat the same degree of power. This group changes with the character of work being done.

Of the original group one is doing successfully the work of 3-A, five of 2-B, eight of 2-A, and five of 1-B. One child has moved away. The boy who is in 3-A has an I. Q. of 84. He was over 9 years chronologically and 7 mentally when he was taken from the regular classroom, but was at this time not able to do more than stumble word by word through a page of a primer without the slightest understanding of what it was all about. He liked to make things and had some ability in number work. The teacher got him interested in printing labels for objects in the room. He became interested in making associations **between the labels and the objects labeled**, and in reading simple things connected with his work.

In September, 1922, a similar class was established in the Curtis-Hyde. This has been just as interesting and just as successful.

These experimental classes have in little more than a year changed the attitude of over 50 children toward reading and toward school. They point to the following conclusions:

1. Children with I. Qs. ranging from 75 to 85, if they have the mental maturity of 6 years can learn to read, but must have stimulus specially applicable to them, and learn on their learning level.
2. They must progress at their own rate.
3. The happiness that comes from success is a big factor in helping them achieve.
4. Promotion standards must be set up for different abilities.
5. Reorganization of primary schools on the basis of the differing capacities of the different learning levels would do away with much retarding and much waste of child life.

The program for adequate schoolhousing for the District of Columbia that has been so insistently worked on in the past three years has not yet largely affected the primary schools. We are, however, looking forward to the time when every primary class will have its own classroom. Washington has long accepted a condition that compels two classes in Grades I and II to occupy one classroom. When one considers that on only 91 of the 180 days in the school calendar are these children in school in the morning; that on 81 days their instruction is between the hours of 1-4.30 p. m., the time of day at which vitality is at its lowest, the real hardship to the children is readily seen. The inadequate amount of time for instruction has been considered elsewhere.

The following are needs for effective functioning of the primary schools:

1. An adequate department of research.
2. More and better equipment.
3. More books for reading, specially supplementary books.
4. More materials for handwork.

I wish to thank the superintendent for much wise counsel and help; to express appreciation of a fine spirit of cooperation shown by the primary teachers; and to say a word of praise for my splendid corps of assistants.

Respectfully submitted.

ROSE LEES HARDY.

REPORT OF THE ASSISTANT DIRECTOR OF PRIMARY INSTRUCTION.

To the Superintendent of Schools:

SIR: I have the honor to submit herewith a statement of activities as director of primary instruction of divisions 10-13 for the years 1920-21 to June 30, 1923.

FORUMS.

The organization of regular fortnightly meetings with the officers of the school system marked the beginning of your administration. These forms have not only been a source of inspiration and professional guidance to the supervisory force, but have resulted in material and lasting good to the entire system. Some of the discussions that have materially affected the primary department are:

- (1) Five-hour day for kindergarten and grades 1 and 2.
- (2) Correlation of kindergarten and primary grades.
- (3) Retardation of first-grade children.
- (4) Educational measurement and research.
- (5) Opportunity for overaged children.

FIVE-HOUR DAY PROGRAM.

A study of the length of the school day for children of grades 1 and 2 in all cities of the United States with a population of 30,000 and over led to the lengthening of the day to five hours in our schools. With a curriculum dominated with the formal three R's a five-hour program would work a hardship on these little children, but with a program diversified and enriched with the larger values of life in the formative period of childhood, illumined and bristling with the play element, even longer days are possible.

Washington, D. C., has lagged behind in its building program for many years; in consequence of which doubling and crowding have been traditional. The realization of your wonderful building program providing a seat for every child, the full possibilities of the five-hour plan can be materialized.

Appreciating the true conditions under which we are working the director sent out a questionnaire to all teachers affected asking for the advantages and the disadvantages of the plan in its present stage. The following responses might be interesting:

1. *Advantages.*—One hundred and twenty teachers reported as follows:

A. More efficient teaching—

- a Smaller grouping allows more individual and closer work.
- b Weaker children given more attention.
- c Brighter pupils advanced more rapidly.
- d Retardation decreased.

B. Trips and excursions—

- a Give children first-hand experience, contact with persons and things.
- b Mental equipment, rich background for language training.

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- a Give children first-hand experience, contact with persons and things.
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1. *Advantages*.—One hundred and twenty teachers reported as follows—Con.

C. Association of teachers (58 teachers reported)—

(1) Promoting growth of teachers—

a Visits and observations furnish ideals and stimulate growth.

b Cooperation healthy.

c Association of kindergarten and primary teachers emphasizing the great need of better understanding between these two groups.

D. Schools in less favorable sections reported—

a Wholesome moral effect, children removed from the temptations of the street.

2. *Disadvantages*.—The absence of accommodation and lack of equipment brought a general response from all quarters.

The five-hour day is here to stay, and as school accommodations are being provided natural and easy adjustments are being made, and pupils and teachers are receiving the benefits.

UNIFICATION OF KINDERGARTEN AND PRIMARY WORK.

One of the problems that defied the solution of planning the five-hour program was the misunderstanding of the kindergarten teachers of the primary scope, aims, and method of work, and the misunderstanding on the part of the primary teachers of the kindergarten aims, scope, and method of work. This condition is the strongest argument for the unification of these two phases of educational work. The fact that the period of life between the ages of 4-8 years is psychologically the same demands that there shall be no break in the child's transition from the kindergarten through the second grade. This can be accomplished only by a full understanding on the part of each group of teachers concerned. The very large percentage of first-grade children throughout the country failing to cope with the work of the grade is a strong argument that there is a waste in this the most important period of the child's life. Until the kindergarten teacher has such a grasp of the work of the kindergarten and the following grades she can not possibly prepare her children to fit in the grades beyond, and until the primary teacher has the proper conception of kindergarten work and knows how to employ the kindergarten child's stock of experience there must of necessity be a break and consequent waste.

The first step toward establishing a common viewpoint for these two groups of teachers is the standardization of the kindergarten work and outlining a definite statement of work to be accomplished. This will not only give the kindergarten teacher a definite guide of work to be done by her, but it will enable the primary teacher to intelligently interpret the kindergarten work and know what the child coming to her has attained. It will enable principals and school officials to better understand the work done in the kindergarten.

All that precedes justifies the placing of well equipped, experienced teachers in charge of the delicate task of guiding little beginners in the habit-forming, habit-setting period of their educational career.

RETARDATION OF FIRST-GRADE CHILDREN.

Retardation is bound up in the question of organizing and unifying the kindergarten work and the realization of the truth that only experienced teachers should lay the foundation of civic education.

TESTS AND MEASUREMENTS.

All educational systems are separating the essentials from the nonessentials. Essentials are the hardest to measure; they are the large life values, social service, civic cooperation, health, individual initiative, creative power, etc. The foundation of civic education gives the precedence to the larger values rather than the three formal R's. The traditional curriculum barren of content and emphasizing the tools of language to the exclusion of content lags far behind. The modern curriculum for primary children has thought content based upon the child's interest and experience which motivates his activities and calls for the use of school arts, and manipulation of material as forms of expression. It is not easy to measure the real, the worth-while side of education.

The primary child is acquiring habits in the use of the tools of language with habits in the moral values. Habits come through practice, first accuracy and then speed. It is not to be wondered at that little primary children fail to measure up to more experienced minds in speed.

OPPORTUNITY FOR THE OVERAGED CHILD.

From time immemorial man has migrated to improve his condition. The shores of America teem with the vast hordes of immigrants from the other continents. In order to Americanize these foreigners, Americanization schools are conducted. Ours is not to Americanize; but to adjust properly a class of American citizens who have left their homes in the South to better their condition. School advantages denied them in their native section are eagerly sought wherever they go. Large numbers of these children from the South are entering our schools, many of whom are capable and eager for learning and, if given a chance, can outstrip children who have had more favorable conditions.

The primary department is face to face with the problem of handling large boys and girls with larger experience than the little children with whom they are thrown, but with such limited formal schooling that grading is difficult.

Schools for these neglected children should be provided in order to afford the best opportunity for their development.

Respectfully submitted.

E. F. G. MERRITT.

REPORT OF THE DIRECTOR OF KINDERGARTENS.

To the Superintendent of Schools.

SIR: Many of the administrative changes in our school system which have been made during the past three years have not affected the department under my supervision. There are two changes, however, which have contributed, either directly or indirectly, to greater efficiency in our kindergartens and which I feel should make for progress in the future—namely, the five-hour day and the new building program.

The first-named change has been operative since 1920, and was fully presented in the report for that year. The schedule for afternoon work which was recommended and carried out at that time was materially changed during the current school year, and the new plan which was adopted at the beginning of the second semester has not been in operation long enough to prove or disprove its value. The direct contribution of the five-hour day on the side which makes for growth has been the systematizing of certain work previously done

by the kindergartner at her discretion, and a better understanding of the primary grades through mutual cooperation.

The new building program, by taking into consideration the needs of special grades and departments, has given to the kindergarten a number of suitably planned rooms, equipped to meet the particular needs of little children, and thus made modern methods of teaching far easier. Another line of growth to which the present building program should materially contribute is an increase in the number of kindergartens, so that this form of training may underlie every first grade. The growing realization that this period of childhood between 4 and 8 years is one psychologically should make for a closer correlation of kindergarten and primary. To the end that this correlation may not be attempted along superficial lines, as so frequently happens, I respectfully submit the following as possible approaches to the desired goal:

1. A common course of training in our normal school. It is only as we work on the basis of common aims, common ideals, and a more complete understanding of the period covered by early elementary education that our work can become fundamentally related.

2. A school selected where a kindergarten teacher and a first-grade teacher could together work out a curriculum which would acknowledge and build on the work accomplished in the kindergarten. Such a curriculum would insure natural, progressive development of both subject matter and activities. This would mean, of course, that the first grade in which this curriculum was tried out would be made up of kindergarten trained children only.

3. Exchange of visits to classrooms between the kindergarten and primary.

4. Conferences between the two groups of teachers for the purpose of a better understanding of the developing child, and a better comprehension of the education suited to his stage of growth.

In order to standardize the measurable results of kindergarten training to serve in the future as a possible basis for a kindergarten first-grade curriculum a simple examination is to be held in every kindergarten at the close of the school year to determine whether each child who is to be promoted to the first grade has attained to at least the minimum of achievement in knowledge, skill, and habits which the kindergarten offers.

During the second semester the teachers in this department have been studying, in group classes under the leadership of the director, the subject of record keeping in the kindergarten. Records and charts showing the progress of kindergarten children in centers where this type of work is being done, have been collected and compared, with the view of making a chart for use in our department which would not be too exhaustive and burdensome. The work of creating a record which would be simple and at the same time comprehensive is in the hands of a small committee selected from the several groups. It is our earnest hope that such a record may offer help to the teacher in the observation of individual children, enable her to more intelligently guide the children's undertakings, and to so check up on the activities of the day, or of a longer period, that provision for all-sided development may be assured.

Respectfully submitted.

CATHARINE R. WATKINS.

REPORT OF THE ASSISTANT DIRECTOR OF KINDERGARTENS.

To the Superintendent of Schools:

SIR: I have the honor to submit a review of the work of the kindergarten department of divisions 10-13 for the period from 1920 to 1923, inclusive.

During this time we have opened four new kindergartens at the following school buildings: One (underage kindergarten) at the Langston-Slater group, one at Burrville, one at Smothers, and one at Randall. The opening of the second one at Randall with an enrollment of 35 will doubtless make it possible at this point to give all first-grade children kindergarten training.

For several years back we have been forced because of inadequate housing facilities to place some kindergartens in rented buildings which for our purposes were in no way suitable. This year we report with pleasure that all classes are in school buildings.

Our aim in the education of the kindergarten child is to help him develop his capacities and tendencies so that he may live a happy, worthy life and assume his place as a worthy member of society.

Through child study and tests we realize more and more that individuals differ in original equipment, in degree in the same capacities and tendencies, and in the rapidity of the unfoldment of the same. Appreciating these differences, our aim is to preserve the individuality of each child and so guide him that he will grow and through self-development attain the fullest possible stature.

Formal instruction of the lock-step type, with the acquisition of facts as its chief aim, precludes the possibility of such development. Modern education, rightly exalting the child above materials and subject matter, considering them as means, not ends, has as its objectives social fitness.

I. Each individual to be socially efficient must have right attitudes and habits toward his personal and social work and behavior and a growing power in the exercise and development of his special calling. His responsibility is to bring to society his contribution toward its betterment.

II. He must be physically fit.

III. He must use his leisure profitably.

Our slogan for the accomplishment of these desirable aims is: Learn to do by doing; learn to be by being; learn to think by thinking; learn to live by living.

This standard is just as necessary for the child's life as it is for the adult's, and so we employ the old principle of self-activity in new situations and under new conditions.

PHYSICAL FITNESS.

The importance of physical fitness can not be overestimated. "A sound body for a sound mind." Rhythms, games of skill, freedom while at work afford pure joy and insure bodily strength, muscular control, self-control, grace, besides attention and discrimination.

The rhythms in the beginning are free expression and dramatic plays, as running like a horse, whirling like falling leaves, riding the hobby horse to suitable $2/4$, $3/4$, $6/8$ time. The teacher organizes these free exercises through selection for class work.

We see to it that there are the necessary rest periods during the day also.

Our new kindergartens are equipped with such play apparatus as slides and seesaws to promote happiness and physical well-being.

In September, 1921, we introduced the milk and cracker lunch. The Douglass School led out, having set before the parents the need, and having secured at once their hearty cooperation.

The teachers seized the opportunity to train the children in table deportment and furnished tablecloth, centerpiece and individual glasses.

The children were weighed and measured before this lunch was begun and monthly thereafter. The records show an increase in growth and improvement in the general health of all the children.

A KINDERGARTEN PROJECT.

An interesting project worked out this year was a Halloween party suggested by a visit to the shop windows. After an enthusiastic description of a home party, the children decided to have a party and to make caps, false faces, etc., for the same. In the discussion as to what materials were to be used, it was thought best to buy paper. But nobody had any money. Nobody had suitable paper at home. A stack of newspapers was discovered and the work began. Eight different styles of caps and hats resulted. Two boys made false faces. The efforts were crude but our aim was not commercial products but child development.

During the criticism period it was decided the caps and hats could be decorated with colored crayons or paint or parquetry or with fringe. A need was felt for dresses for the party but as newspaper is so easily torn the class opinion was that brown wrapping paper would be better for that purpose. New needs were daily discovered so that everybody was kept busy making paper plates and decorating them, pumpkins, lanterns, witches' brooms, etc.

The day arrived, the outfits were donned, and all was in readiness for the Halloween dance (free rhythms), after which all had a Halloween lunch and left for home.

One kindergarten had novelties including place cards of construction paper with the children's names on them. They had learned their own names and easily found their places at the table.

The working out of such projects develops habits and attitudes of self-reliance, perseverance, self-control, cooperation, discrimination, carefulness, orderliness, taste, arrangement, genuine courtesy, kindness, etc.

The five-hour day plan as instituted by the superintendent in October, 1920, is in full operation, obviously to the benefit of the system. This year a committee was appointed, including the kindergarten directors, to consider the five-hour day program. The recommendations of the committee were indorsed by the superintendent and the plan was put on an easy running basis.

The great disadvantage connected with the working of the arrangement comes through lack of adequate quarters. However, this disadvantage is being removed as new buildings and annexes are completed.

Last May this department held an exhibit at the Dunbar High School where all phases of kindergarten work were presented. We feel that this exhibit did much to set before the public the nature, scope, and aims of kindergarten instruction.

This year practically the whole kindergarten corps, divisions 10-13, was divided into several committees to prepare a course of study. These committees are doing effective work and we hope soon to submit the results.

The department gratefully acknowledges the fine cooperation of the Armstrong High School in making for us 15 attractive, substantial cages for housing kindergarten pets for nature study. These cages may be used for houses for house-furnishing projects.

I wish here to thank you, and Mr. Wilkinson, assistant superintendent of schools, for your support and interest in this department.

Very respectfully,

IMOGENE WORMLEY.

REPORT OF THE SUPERVISORS IN CHARGE OF SPECIAL ACTIVITIES.

To the Superintendent of Schools:

SIR: The special activities of our schools are of so varied a character that, to save space and time, it was deemed best to consolidate the reports of the officers in charge into one joint report, which is herewith submitted.

ATYPICAL AND UNGRADED SCHOOLS.

In 1920 the appropriation for special schools was made to provide, with the greatest difficulty, not only for the atypical and ungraded classes, but also for the several groups of tubercular children. By the allocation of funds for the separate use of each type of school and by the preparation of carefully drawn budgets marked improvement has been noted. We now know positively what each item entails and no longer travel along an uncertain path.

An additional atypical class has been added to the southeast center, a class for incorrigibles at the House of Detention, and an ungraded coaching class at the Morse School. For lack of available room it has not been found feasible to establish incorrigible classes in the third, seventh, eighth, or ninth divisions. For these divisions the distance to the Morse and Gales is rather great.

It will not be advisable to let the occasion go by without calling your attention once more to the fact that the typewriters in the special schools, particularly in the ungraded classes, are rapidly becoming unfit for use. It is imperative that new ones be provided at an early date or old ones thoroughly rebuilt.

HEALTH SCHOOLS.

The new health school for tubercular children has not been erected. Plans were drawn by the municipal architect, but no suitable site has as yet been selected. It was deemed advisable to let the appropriation for equipping this school lapse until the school had really been erected. In the meantime efforts have been made at the old Hamilton to improve it, especially as regards heating and drainage. This school is really at present in a fairly satisfactory condition and will surely be able to fulfill its purpose until something better can be found. The attendance in the past year has not been as great as in the two preceding years, but this is due largely to the number reported as recovered. Praise should be given to the Children's Tuberculosis Association for financial help in providing nutrition workers, kitchen help, and other needs.

It should be noted here that during the current year the Harrison School has been completely overhauled as regards modern needs and much new equipment provided. Besides this additional grounds have been purchased.

FRESH-AIR SCHOOLS.

There is only one fresh-air class for colored people, located at the Stevens School. There have been several changes of teachers in that class. The enrollment for a few years has been very small, but this year shows an improvement, in fact, the highest enrollment we have ever had. Reports from those in charge of the Blake fresh-air school indicate a successful year under Miss M. M. O'Brien.

AMERICANIZATION WORK.

The total enrollment of all classes in 1919-20 was 833; in 1921-22, 1,947. This year it will exceed 2,000. Attendance has been more regular and class cooperation secured with other departments of the schools, with the courts, and the Naturalization Bureau. Work among women has steadily increased.

No court examination has been necessary this year, as the judges have accepted certificates from our school. The judges have made frequent visits to the classes and have encouraged school organizations, participating actively in their movements toward civic betterment. The Daughters of the American Revolution, the American Women's League, and several others have lent their aid in many ways. An Americanization committee of citizens has been formed to aid in securing better legislation. An improved course of study has been formulated and considerable pedagogical development fostered.

PLAYGROUNDS—EQUIPMENT AND IMPROVEMENT.

In the year 1920-21 this item was omitted entirely from the appropriation bill, but was restored the next year, \$2,400 being allowed. This enabled us to provide playground apparatus in the following six grounds: Bradley, Burroughs, Randle Highlands, Reno, Syphax, Woodburn.

During the current year apparatus has been supplied for six more schools, namely: Deanwood, Gage, Hayes, Kingsman, Peabody, Wormley.

It is hoped that this amount may be increased to \$4,000 by another year and at least eight schools be benefited thereby. In this connection it should be noted that school playgrounds must hereafter be kept open for play purposes in accordance with the schedule maintained by the municipal playground department. About 25 school playgrounds have been thus kept open during the summer months in addition to the 21 maintained in connection with vacation school centers.

PLAYGROUNDS—MAINTENANCE AND REPAIR.

In 1920-21, \$3,000 was allowed for maintaining and repairing 66 school playgrounds. This has been increased to \$3,500 during the current year for maintaining and repairing 78 school playgrounds. This work has been done during the past three years by the same contractor and in the main has been quite satisfactory. It has been regretted, however, that when a piece of apparatus is actually worn out and condemned it can not be replaced immediately from this appropriation. New equipment can be bought for six or eight additional playgrounds only, and not for the 78 playgrounds previously established.

NIGHT SCHOOLS.

Three years ago the night schools were so overcrowded with pupils that the money appropriated had to be supplemented by a deficiency appropriation, but for the past two years, by careful allotment, the appropriation has been found adequate, though at times it has been necessary to provide waiting lists and to decline to open new classes. These precautions, however, have enabled us to operate the night schools eight months instead of five or six. The course of study has been perfected, standard units of work have been adopted, and the classes brought into closer cooperation with the day ones. While certificates for units of work have been given in the night schools, arrangements have been made by which a night-school diploma for 24 of these units will be granted and the first night high-school classes will receive their diplomas in the coming June. Without going into undue detail, it may be said that a limited number of day-school credits can be secured in night classes, and vice versa, a limited number of day credits will be given their proper weight in the night schools.

The excessive enrollment of postwar times is now over and the schools have returned to a normal condition. Strange to say, the pressure in this city for entrance in the night schools is not in elementary classes but in high-school classes. It is, therefore, recommended that the policy hereafter in our

city schools, in the main, be the establishment in each section of the city of one central night school containing in itself secondary, elementary, and industrial classes.

It has been found necessary to use the night-school contingent fund chiefly for supplying parts to typewriting machines and for improving the lighting facilities in buildings used for night-school purposes, including in some instances, electrification.

VACATION SCHOOLS.

In the summer of 1920, 1,001 pupils were enrolled in the Central Summer High School, 458 boys and 543 girls. On the last day of school 808 pupils belonged, 361 boys and 447 girls. The average attendance that summer was rather low, 60.79 per cent. At that time the Dunbar Summer High School had a total enrollment of 663—206 boys and 457 girls—with an average daily attendance of 613—625 remaining the full time and 453 of these satisfactorily completing their work, 331 boys and 122 girls. Thirteen white grade centers were opened with only nine accompanying playgrounds, the total enrollment being 1,285. Seven colored grade centers were opened with a total enrollment of 420 pupils.

The number of children attending the white playgrounds was 1,327. The number of children attending the colored playgrounds was 583.

Americanization day classes that summer enrolled 87 boys and 92 girls, total 179. Americanization night classes that summer enrolled 97 boys and 29 girls, total 126.

Two years later the enrollment had become: New Central Summer High School, 600 boys and 672 girls, total 1,272; Dunbar Summer High School, 284 boys and 577 girls, total 861; grade coaching centers, white, 2,111; colored, 895; playgrounds, white, 1,736; colored, 851. The whole number of pupils enrolled in the Americanization day classes in the summer of 1921-22 was 91 men, 110 women, total 201, whereas in the summer high schools of the same year the enrollment was 158 men, 65 women, total 223. In the meantime the 8-B coaching classes have increased very little, from a total of 158 three years ago to 165 last year.

Attention is respectfully called by your supervisors to the fact that some of the high-school classes are very large and should be reduced in size as soon as funds can permit the appointment of additional teachers in order that more attention can be given to the individual pupil. Some effort also should be made to differentiate the work of pupils by grouping the retarded and advanced pupils in different classes. It is recommended also that a fixed date be settled upon after which no child can enter the summer schools and that no credit be given when absence from recitation exceeds three days.

A contingent fund for vacation schools and playgrounds is needed to provide for playground material, for printing, for stationery, and other material. Much correspondence with parents of summer-school pupils concerning absence, discharges, and unsatisfactory work is necessary. Other recommendations, including one making the opening hour 8 a. m., deal mainly with administrative details and may properly be omitted from this report.

DEAF CHILDREN.

The appropriation for white deaf children has not been sufficient to cover our full needs, but through the kindness of the authorities at Kendall Green no child has been refused, notwithstanding the fact that the appropriation limit had been reached.

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The appropriation for the colored deaf children was \$3,000 in 1920-21 and increased in 1921-22 to \$4,000, but this sum of money has been inadequate and a small waiting list has been established. It is sincerely hoped that this sum may be increased in another year by at least an additional \$1,000.

BLIND CHILDREN.

In 1920 the appropriation for blind children was \$8,500. This was increased to \$10,000 the next year, and the amount seems adequate unless the proposed vision tests, to be undertaken at an early date by our teachers and medical examiners, should bring to light an unusual number of nearly blind pupils.

SPEECH IMPROVEMENT AND CORRECTION.

In April, 1922, a survey of the schools was made to determine the need for establishing classes in speech correction. These classes were designed for children who are mentally normal but who are stutterers or have other speech defects. Seven hundred and eleven children in divisions 1 to 9 and 561 children in divisions 10 to 13 were reported as having glaring speech defects. Two teachers were appointed and 13 white and 8 colored classes were established. These classes demonstrated not only the great need for speech correction, but also that much could be accomplished in improving and ultimately correcting many of these defects.

In 1923 there were 548 pupils receiving instruction in the white schools and 1,734 in the colored schools. There are six teachers in all, each with a full program. In divisions 1 to 9 the children came from 32 different buildings and in divisions 10 to 13 from 24 buildings.

In the buildings not usually covered by the visits of these specialists, both parents and teachers sought and received valuable advice as to the best method of dealing with pupils having similar defects but unable to attend the organized classes. A Friday clinic was operated for special pupils.

Your supervisors have both been members of the surveys that were undertaken to determine the need of increased lighting facilities in the schools, especially at night, and also to bring to light the number of cases of real deafness or of hearing sufficiently impaired as to affect the child's daily progress. These figures have been turned over to you and to the health department. It is understood that the examiners are now engaged in verifying the list and in doing whatever is possible toward examination and treatment.

Correspondence relating to questionnaires and other miscellaneous matters have been referred to us from time to time and have been given prompt attention.

With thanks to you and your assistants for past courtesies, we remain
Your very truly,

W. B. PATTERSON,

Supervisor of special activities, divisions 1 to 9.

W. S. MONTGOMERY,

Supervisor of special activities, divisions 10 to 13.



